



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • TDD (360) 753-7809

PRELIMINARY BOARD MEETING AGENDA

State Investment Boardroom

2100 Evergreen Park Drive SW, Olympia 98504

June 12, 2003

*Approximate
Times*

Tab

8:30 a.m. Board Continental Breakfast and Meeting Overview (Mt. Rainier Room, #103)
No official business will be conducted at this time.

9:15 a.m. Welcome and Introductions

- Bob Craves, HECB Chair

CONSENT AGENDA ITEMS

Adoption of April 2003 HECB Meeting Minutes **1**
New Degree Programs for Approval

• **UW PhD in Biomedical and Health Informatics** **2**
Resolution # 03-11

• **UW PhD in Built Environment** **3**
Resolution # 03-12

• **UW MS in Strategic Planning for Critical Infrastructures** **4**
Resolution # 03-13

• **WSU MA in Philosophy** **5**
Resolution # 03-14

HECB POLICY COMMITTEE MEETING REPORT **6**

- **Update on Branch Campuses**

DIRECTOR'S REPORT **7**

• **Status Report – Notification of Intent**
• **Updates on Programs and Activities**
10:00 a.m. 2003 Legislative Session Summary **8**
• **Operating and Capital Budgets**

| | | |
|-------------------|--|-----------|
| 10:45 a.m. | Permanent Rules (CR 103) – Washington Student Residency Resolution # 03-15 | 9 |
| 11:00 a.m. | Break | |
| 11:15 a.m. | Role of Transfer in the Bachelor's Degree | 10 |
| | <ul style="list-style-type: none"> Loretta Seppanen, State Board for Community and Technical Colleges and members of the Role and Transfer Study Team | |
| 12:00 noon | Master Plan 2004 / Transfer and Articulation | 11 |
| | <ul style="list-style-type: none"> Institutional responses and public comment | |
| 1:00 p.m. | ADJOURNMENT | |

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements. We also can be reached through our Telecommunication Device for the Deaf at (360) 753-7809.

HECB 2003 Meeting Calendar *(Note new locations)*

| Date | Location |
|-----------------------|--|
| July 30, Wed. | DIS Board Room, Forum Bldg. Olympia |
| Sept. 24, Wed. | Washington State University, Pullman Compton Union Building |
| Oct. 29, Wed. | State Investment Board Board Room |
| Dec. 3, Wed. | South Puget Sound Community College Bldg. 22, Room 200A |



Minutes of April Meeting

June 2003

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair
Ms. Pat Stanford, secretary
Mr. Gene Colin
Ms. Roberta Greene
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Stacey Valentin

Welcome and introductions

HECB Chairman Bob Craves opened the meeting at 9:00 a.m. and started the round of introductions. State Investment Board Executive Director, Joe Dear, gave a few words of welcome. Craves acknowledged the presence of Steve Wall, Pierce College district president, and the community and technical colleges' representative to the HECB meeting.

Consent agenda items approved

Action: **Gene Colin** moved to approve the minutes of the Board's March 26 meeting and three new degree programs:

- MS in Computing & Software Systems @ UW Bothell, **Res. 03-07**
- BS in Environmental Geological Sciences @ CWU, **Res. 03-08**
- B.Ed. in Broad Area Special Education @ CWU, **Res. 03-09.**

Stacey Valentin seconded the motion, which was unanimously approved.

Director's report

Marc Gaspard noted a couple of additions / revisions to the Board packet. The item under Tab 2 has been replaced with a degree proposal for UW Bothell; and the discussion paper on student transfer (Tab 7) has been revised to accommodate new data.

- The state Senate has confirmed the appointment of Board members Ann Ramsay-Jenkins and Stacey Valentin.
- The legislative regular session is about to end, however, lawmakers have not passed either the operating or capital budgets, so the Governor will likely call legislators back for a special session.
- The Guaranteed Education Tuition program (GET) has achieved record sales with over 12,000 new accounts, bringing total GET accounts to about 36,000. The cost of each new GET unit will increase from \$52 to \$57 on May 1. The GET Committee has temporarily shelved plans to establish a college savings program because the company that was awarded the contract has decided to withdraw, largely due to national economic conditions. The GET Committee may revisit the plan in the future. At the June Board meeting, Gaspard will show the demographic breakdown of GET account enrollees. In addition, Craves asked for a chart showing broad projections of how many incoming freshmen are expected systemwide.

WWU gender equity compliance plan

HECB Associate Director Nina Oman provided background information on the issue of gender equity in higher education. WWU Provost Andrew Bodman and Director of Athletics Lynda Goodrich presented Western's gender equity compliance plan.

Current gender equity laws (RCW 28B.15.470) require that the "ratio of female and male students participating in intercollegiate athletics (be) substantially proportionate to the percentage of female and male students who are 17 to 24 year old undergraduates enrolled full-time on the main campus." Additionally, RCW 28B.15.460 states that by the beginning of the 2003-2004 academic year, an institution's gender participation in athletics must be within 5 percent of the ratio of undergraduates described in the earlier rule.

For academic year 2001-02, Western Washington University was out of compliance on participation rate for women student athletes by 0.6 percent. Through roster management (resulting in 56.7 percent female athletes), Western has achieved equity for the 2002-03 academic year. Goodrich reassured the Board that Western would continue to comply with gender equity requirements.

Bodman requested that the Board consider a change in law that would require institutions to be within 5 percent of a three-year rolling average, instead of the current requirement to achieve equity for each academic year. A three-year average would even out enrollment spikes and downward curves, and would allow the institutions to be more aggressive in compliance -- but with a more realistic target.

Because the proposal would require a change in state law, Gaspard asked whether Western had presented this idea to the Legislature. Bodman responded that WWU would do so after obtaining the HECB's endorsement of the plan. At Craves' request, Bodman offered to draft a proposal that the Board could consider.

Action: **Bob Craves** asked that Westerns' Gender Equity Report be considered for adoption. **Pat Stanford** seconded the motion. **Res. 03-10** was unanimously approved.

Legislative updates.

Bruce Botka, director for governmental relations, provided a status report on bills the HECB has been tracking this session.

- Biennial operating budget – The House bill provides the highest total funding for higher education, but is premised on raising the sales tax, which will likely not happen.
- High-demand enrollments – The Senate and Governor propose that the HECB administer the high-demand enrollment pool. The House proposal provides a competitive pool for the two-year colleges to be administered by the State Board for Community and Technical Colleges, with other funding provided directly to the four-year institutions. The institutions would report back to the HECB and the Legislature. (High-demand enrollments are in addition to the base enrollments.)
- Tuition-setting authority – SB 5448 will put into statute a framework for tuition setting that allows the Legislature to set resident undergraduate tuition while allowing institutions the flexibility to set tuition for all other students.
- Tuition surcharge bill – Different versions of the legislation have passed. The House version would allow institutions the flexibility to address tuition surcharges for students that have exceeded the number of credits needed for graduation.
- Resident tuition for undocumented students – Both Houses have agreed on a version of the bill that has a different intent than the original. Rather than helping undocumented students, it focuses on students whose families are here legally. However, the amendment was written in a way that allows the Governor to sign the bill and veto the amendment, which would have the effect of restoring the original intent of the bill. Craves proposed that the Board write a letter to the Governor supporting the House version of the legislation.
- Educational Opportunity Grant – The bill to extend the EOG to all 39 counties received a do pass recommendation.
- Electrical Engineering. The Governor signed EHB 1808, but vetoed the section that directs the HECB to conduct an independent analysis and report its findings to a legislative higher education committee before making a final decision to approve or reject a proposal. In his veto message, the Governor encouraged the HECB to follow the

proposed criteria anyway. In view of his comment and the Legislature's clear intention to establish a more stringent review process, staff thinks it is probably reasonable for the HECB to move in that direction. Gay Selby sought clarification that the new criteria would add value to the process and would be in addition to the HECB's existing review and approval process. Botka agreed, and commented that the external-review component would be particularly important to the process. Gene Colin and Bob Craves noted the public vs. private institution interests underlying the issue.

Operating budget

Senior Associate Director Gary Benson provided highlights of the Senate and House-passed operating budgets. He presented comparisons on budget reductions, reductions offset by tuition increases, fund shifts, increases for colleges and universities, and provisions for high-demand enrollments. Benson also summarized provisions for the HECB's financial aid programs and agency administration.

Selby requested additional information and further clarification on the criteria and provisions used by the institutions on tuition waivers.

Chang Mook Sohn commented that during an economic downturn, importing workers saves the state enrollment dollars, so it's actually good that other states provide the training for those who come to our state to work. On the other hand, Gaspard suggested that the state could be providing more relevant training (and jobs) to Washington residents if it did a better job of identifying employers' needs in the state.

High-demand enrollments

Sohn asked why computer programs are still considered high demand in light of the thousands of computer jobs lost over the past few years. He noted that there are now a lot of unemployed workers with computer skills, and questioned the need for more resources to train people in this field. Botka commented that the Senate's approach to high-demand enrollments would help determine if there really is a shortage of qualified workers in a particular field. He expects the demand will shift from high tech areas to health services.

Sohn said he thinks supporting high-demand enrollments is a mistake, and asked to see budget data from other states that could be compared with Washington data. Other Board members stressed the importance of identifying the state's specific workforce needs that could serve as tangible goals for the strategic master plan. Staff acknowledged that some of the data already exist and would be considered. Craves proposed inviting CEOs and heads of agencies and corporations to HECB meetings so the Board could learn about their organizations' workforce needs.

State Need Grant for students at private institutions

Since 1990, State Need Grants to students at private colleges have reflected the higher tuition these students pay, compared with tuition at public four-year institutions. However, a House

budget proviso would limit the SNG for students at private baccalaureate institutions to no more than the average tuition at the regional universities.

Craves questioned the wisdom of the proviso, noting that if these same students attended public institutions, the state would end up paying more in subsidized FTE funding. In the same vein, Gaspard reminded the Board that in 1998, the HECB, along with representatives of the four- and two-year institutions and the private colleges, agreed that the amount of need grant should recognize the tuition differences between higher education sectors. The HECB believes that the State Need Grant for students at private colleges should be pegged to tuition at the research universities, rather than the regional universities.

Capital budget

Associate Director Jim Reed provided a summary of the House and Senate capital budget proposals. Both Houses have approved capital budgets that include bond bills to raise the debt limit. The additional debt capacity would fund some provisions of the Gardner/Evans proposal. As proposed, the Gardner/Evans bill would have authorized \$1.7 billion in new construction for higher education facilities while preserving higher education's share of the capital budget base at 2001-03 levels. The House capital budget provides about \$250 million in Gardner/Evans funding, while the Senate version includes about \$170 million.

Master Plan 2004 - Transfer and articulation

Nina Oman, HECB associate director and lead staff on transfer and articulation, summarized the four main transfer discussion items that will be addressed in developing the 2004 strategic master plan:

- The HECB's role and authority
- Transfer efficiency – what works well and what could be improved
- Transfer access – future issues and how to improve access
- Bachelor of Applied Science – the potential for a new type of degree with an “applied” focus that would be based on completion of an Associate of Applied Science degree.

Oman said the transfer and articulation issue is important because while providing access for transfer students remains a relevant goal for higher education, perceptions remain that transfer students are poorly prepared for baccalaureate study and that the transfer process is inefficient.

The master plan discussion will review current transfer policies and analyze efficiency and access. Two national studies may offer direction for future transfer policy in the state. One is a review of general education requirements (which often make up the bulk of course credits that are transferred), and the other outlines specific recommendations for improving transfer.

No Child Left Behind – Professional Development Partnership Grants

HECB Associate Director Elaine Jones reported on this federal assistance program to states that is aimed at improving teaching and learning in core subjects, while increasing student achievement in K-12. The HECB collaborates with the Office of the Superintendent of Public Instruction to administer the Washington Improving Teacher Quality Program (replacing the Eisenhower Program) that is newly funded under the *No Child Left Behind Act*.

The HECB identified three priority areas for the 2002-04 partnership grant program:

1. Increasing content knowledge in mathematics and/or reading
2. Increasing teaching skills in mathematics and/or reading
3. Increasing instructional leadership skills.

For 2002-04, a total of \$1,136,002 is being awarded to eight projects: five by public baccalaureates, two by private colleges, and one by a community college. The awards were determined after an RFP process circulated among K-16 stakeholders and providers. Proposals were evaluated by an advisory committee with representatives from the HECB, K-12, higher education, and non-profit and professional associations.

In response to his query, Jones assured Sohn that expenditure of the funds awarded will be monitored on a quarterly basis, and the requested funds will be checked against actual budgets. Additionally, an external evaluator will be hired to review the programs individually and collectively.

2001-02 Education Cost Study

HECB Deputy Director Ruta Fanning and Policy Associate Kathy Raudenbush presented a report on the 2001-02 Education Cost Study. The study is the result of a yearlong data-gathering effort by the state's public two- and four-year institutions, and is produced once every fourth academic year. The HECB is required by law to generate the cost study.

Since 1995, the study has been used to calculate the annual cost of instruction for both graduate and undergraduate study. "Instructional cost" is comprised of state general fund appropriations plus tuition revenue. The cost study is also used for various cost analyses by the HECB, the Legislature, institutions, OFM, and others.

An overview of the report has been presented to the Higher Education Committees of both Houses, and copies have been mailed to legislators and other interested parties.

WWU Provost Andrew Bodman asked the Board to reconsider whether the cost study is worth doing. According to Bodman, collecting the data required for the study requires a lot of time and effort, involves all faculty, and costs approximately \$60,000. He said that over time, variation in the data collected is seen only in smaller programs. Gaspard said he would appreciate Bodman's help in identifying a better and more affordable means of collecting the data required by law.

The meeting was adjourned at 2:15 p.m.

BOB CRAVES
Chair



MARC GASPARI
Executive Director

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RESOLUTION NO. 03-07

WHEREAS, The University of Washington Bothell has requested approval to offer a Master of Science in Computing and Software Systems, beginning in fall 2003; and

WHEREAS, The demand for and interest in the program is keen; and

WHEREAS, The resources committed to the program will provide students a high-quality educational experience; and

WHEREAS, The assessment and diversity plans are exemplary; and


WHEREAS, The program costs are reasonable for a program of this nature;

THEREFORE, Be It Resolved, That the Higher Education Coordinating Board approves the University of Washington Bothell request to establish a Master of Science in Computing and Software Systems, effective April 23, 2003.

Adopted:

April 23, 2003

Attest:


Bob Craves, Chair


Pat Stanford, Secretary

BOB CRAVES
Chair



MARC CASPARI
Executive Director

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RESOLUTION NO. 03-09

WHEREAS, Central Washington University is seeking approval to offer a Bachelor of Education in Broad Area Special Education, beginning fall 2003; and

WHEREAS, There is a high need for this program to meet the critical shortage of special education teachers across the state; and

WHEREAS, The program will focus on instruction in basic skills, which are identified needs for many students with disabilities; and

WHEREAS, The program will maximize institutional resources and be delivered at a reasonable cost;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to establish a Bachelor of Education in Broad Area Special Education, effective April 23, 2003.

Adopted:

April 23, 2003

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

BOB CRAVES
Chair



MARC CASPARI
Executive Director

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RESOLUTION NO. 03-08

WHEREAS, Central Washington University proposes to offer a Bachelor of Science in Environmental Geological Sciences; and

WHEREAS, The program will provide unique studies in environmental geological sciences and address the critical need for trained specialists in industry, government, and academia; and

WHEREAS, The external reviews attest to the timely implementation of the program; and

WHEREAS, The assessment and diversity plans are exemplary; and

WHEREAS, The program would be supported through reallocation at a reasonable cost;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University request to establish a Bachelor of Science in Environmental Geological Sciences, effective April 23, 2003.

Adopted:

April 23, 2003

Attest:

A handwritten signature in dark ink, appearing to read "Bob Craves", written over a horizontal line.

Bob Craves, Chair

A handwritten signature in dark ink, appearing to read "Pat Stanford", written over a horizontal line.

Pat Stanford, Secretary

BOB CRAVES
Chair



MARC GASPARD
Executive Director

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RESOLUTION NO. 03-10

WHEREAS, RCW 28B.110.040 and RCW 28B.15.465 require the Higher Education Coordinating Board to report every four years to the Legislature and Governor on gender equity in higher education, and to develop rules and guidelines to eliminate gender discrimination; and

WHEREAS, The Higher Education Coordinating Board, with the assistance of the state's public higher education institutions, has completed its 2002 review of gender equity in public higher education; and

WHEREAS, State law authorizes the use of tuition and fee waivers to achieve gender equity in intercollegiate athletics; and

WHEREAS, By June 2002, all institutions were to achieve a rate of female athletic participation within five percentage points of the representation of female students between the ages of 17 and 24 enrolled full-time on the main campus; and

WHEREAS, Any institution that was not within the five percent requirement is to have a new plan achieving gender equity in intercollegiate athletic programs approved by the Higher Education Coordinating Board before granting further tuition and fee waivers after the 2002-03 academic year; and

WHEREAS, Eastern Washington University failed to meet the five percent standard and has since submitted a plan approved by the Board; and

WHEREAS, Western Washington University failed to meet the five percent standard but has since met the standard for the 2002-03 academic year and plans to ensure compliance through continued roster management in future seasons;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Western Washington University's gender equity plan for athletics.

Adopted:

April 23, 2003

Attest:

A handwritten signature of Bob Craves in black ink, written over a horizontal line.

Bob Craves, Chair

A handwritten signature of Pat Stanford in black ink, written over a horizontal line.

Pat Stanford, Secretary



Doctor of Philosophy in Biomedical and Health Informatics University of Washington

June 2003

Introduction

The University of Washington is seeking Higher Education Coordinating Board approval to establish a Doctor of Philosophy in Biomedical and Health Informatics – a field of study defined as “the storage, retrieval, and optimal use of biomedical information, data and knowledge for problem solving and decision making.” The UW’s existing program in biomedical and health informatics provides training at the undergraduate, certificate, and master’s levels. These offerings provide a strong foundation for developing a doctoral-level curriculum.

Program Need

The UW’s proposal presents a strong case to establish a PhD in Biomedical and Health Informatics. The explosion of knowledge in biology and clinical medicine beckons a new generation of scientists who will be able to study such information. Also, there is an urgent need for independent researchers capable of conducting innovative research in a variety of environments – academic, industrial, service and governmental – and developing new methods and tools for managing biomedical and health data and knowledge. Training in informatics emphasizes modeling biomedical data and knowledge, designing or selecting algorithms that address specific biomedical tasks, and integrating information technologies into the workflows of basic scientists and clinicians. Biomedical informatics is a domain of empirical research that has a great need to develop world-class researchers.

Student interest in the program is high, and job opportunities are plentiful. Many UW students majoring in biomedical and health informatics or enrolled in the school of medicine have expressed interest in pursuing a PhD at the UW in biomedical and health informatics. Local bioinformatics (information related to biomedical sciences) and medical software companies are specifically recruiting people with doctoral degrees.

Program Description

In its proposal, the UW asserts, *“The foundation of our proposed PhD program is that biomedical information is a first-class entity that must be studied and understood, with just as much rigor as the human genome or the progression of cancer, before effective and general applications can be developed. In our view, the core concept areas of this emerging and unique discipline are:*

- *Biomedical data and knowledge representation;*
- *Biomedical information access;*
- *Biomedical decision making; and*
- *Information and technology use in biomedical contexts.”*

Students enrolled in the program will acquire a breadth of knowledge in the computer science, biomedicine and health care areas, as well as significant depth in their area of specialization. Students will need to complete a minimum of 90 credits, including nine foundational courses, five specialization courses, at least ten credits of independent study, and 30 credits of dissertation. The program will be essentially supported through existing resources. At full enrollment, the new PhD program will accommodate 24 FTE students, and most are expected to complete the program in four years of full-time study.

Assessment and Diversity

In order to implement outreach programs aimed at recruiting and retaining students from diverse backgrounds, program personnel will work closely with the Office of Multicultural Affairs of the School of Medicine and the Office for Student Diversity of the School of Public Health and Community Medicine. Program assessment will include the following components:

- Student performance within the curriculum;
- Student performance overall;
- Student evaluation and satisfaction with the curriculum;
- Quality of faculty teaching;
- Longitudinal assessment of graduate outcomes; and
- Achievement of overall program goals.

Review Participants

A select UW review committee and two external experts reviewed the proposal extensively and both external reviewers offered suggestions for improvement. The authors considered the recommendations in finalizing their proposal. Mark A. Musen, Associate Professor of Medicine and Computer Science at Stanford Medical Center, enthusiastically endorsed the proposal and noted that the UW has excellent faculty to support the program. Patricia Flatley Brennan, Moehlman Bascom Professor at the College of Engineering, University of Wisconsin-Madison, also shared her support. Copies of the proposal were sent to the other public baccalaureate institutions. Eastern Washington University and The Evergreen State College extended their best wishes to the UW as it establishes its new PhD program.

Program Costs

The doctoral program would be supported by existing funds, including a University Initiatives Fund award. Research grant support is available for a significant number of graduate student research assistant positions. And, the UW has received a planning grant from the National Library of Medicine to create a National Program of Excellence in Biomedical Computing. At full enrollment, the estimated annual program costs would be \$519,184, or \$19,229 per FTE student.

Staff Analysis

The University of Washington is well-suited to offer a PhD in Biomedical and Health Informatics. Nationally, there is a great need for PhD graduates in this discipline, and the UW has excellent faculty to support such a program. Student interest is high, and job opportunities are burgeoning.

Recommendation

The University of Washington proposal to establish a Doctor of Philosophy in Biomedical and Health Informatics is recommended for approval, effective June 12, 2003.

RESOLUTION NO. 03-11

WHEREAS, The University of Washington has requested to establish a Doctor of Philosophy in Biomedical and Health Informatics; and

WHEREAS, The program will be the only such program in the state; and

WHEREAS, The program will be highly attractive to students and employers alike; and

WHEREAS, The external reviews attest to the urgent need and high quality of the program; and

WHEREAS, The program will not require any new state funding;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Doctor of Philosophy in Biomedical and Health Informatics, effective June 12, 2003.

Adopted:

June 12, 2003

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



June 2003

Doctor of Philosophy in Built Environment University of Washington

Introduction

The University of Washington is seeking Higher Education Coordinating Board approval to establish a Doctor of Philosophy in Built Environment in its College of Architecture and Urban Planning. It would be the only such program of its kind along the West coast.

Program Need

The need and demand for an interdisciplinary PhD program was well justified in the UW proposal, which cited national studies on doctoral programs that advocate in-depth learning of a disciplinary doctorate within an interdisciplinary environment. National studies also advocate that doctoral programs produce scholar-citizens who view their training as more closely connected to the needs of society and the global economy. The proposed PhD in Built Environment is designed to support interdisciplinary education and research. The program's core courses emphasize a global context for production of the built environment, the social context of planning, design and construction, and the ethical responsibilities of professionals in these fields.

It should be noted that only about 48 PhD programs nationwide are related to architecture, planning, and construction; and of these, only a few offer integrated studies. In addition, the existing programs do not supply an adequate number of graduates, nor are they geographically distributed to meet market demand.

Program Description

As stated in the proposal, *"The mission of the Built Environment PhD program is to form interdisciplinary teams of faculty and advanced students, whose collaboration across the entire spectrum of scales, dimensions, and methods for the three basic areas of knowledge and practice will enable the program to educate researchers who will be able to teach, engage in professional practice, or provide public service in an integrated manner, thus working creatively, effectively, and efficiently – and able to take a leadership role with others who remain "only" specialists – to solve social-environmental problems."*

The program of study will provide students with a common core of advanced knowledge concerning the integrated facets of the built environment, with an option to specialize in one of the following three fundamental areas of knowledge for the built environment program:

1) sustainable systems and prototypes; 2) computational design and research that covers design and planning processes, practices, and pedagogy; or 3) history, theory, and representation studies. The common core includes three components: 1) a three-course sequence on history, theory, and ethics of built environment; 2) a six-quarter colloquium-practicum; and 3) two courses on research methods and design.

The program will be supported essentially through existing resources, including a cadre of outstanding faculty with extensive experience supervising and serving doctoral students. At full enrollment, the program will accommodate 18 FTE students. Students are expected to finish the coursework in about five quarters, with about two or three years needed to complete a dissertation.

Assessment and Diversity

The proposal includes an exemplary assessment plan for evaluating program effectiveness and student learning outcomes. Program effectiveness would be evaluated through student course review, the success of research, service, or educational work produced jointly by faculty-student teams, and other measures. Student learning outcomes would be evaluated according to the number of degrees awarded in the field, graduate placement, and other measures.

The proposed program would employ a number of different strategies to recruit and retain a diverse group of students, including a “pipeline” aimed at promoting inclusion of more historically underrepresented groups in the professions and disciplines that comprise the built environment. The proposed program also would promote members of such groups in graduate work and research at the highest levels.

Review Participants

Two external reviewers evaluated the proposal: Mark M. Jarzombek, Director, History, Theory, and Criticism, Department of Architecture at the Massachusetts Institute of Technology; and David Pijawka, Director, College of Architecture and Environmental Design at Arizona State University. Both reviewers praised the proposal, program quality, and outstanding faculty, and agreed there is high demand for such an offering.

A review committee affiliated with the UW also evaluated the proposal and gave it high marks, noting that it lays out a solid set of organizing principles and curricular structures, as well as a vision for executing a PhD program of the highest standards. The proposal also was shared with the state’s other public baccalaureate institutions, and both Eastern Washington University and Washington State University expressed their support.

Program Costs

The program would be supported through internal reallocation. At full enrollment, the estimated program costs are about \$222,692, or \$12,650 per FTE student.

Staff Analysis

The need and demand for the interdisciplinary PhD in Built Environment is well documented. The external reviews attest to the quality of the program and outstanding faculty. The assessment and diversity plans are well suited for the program. And, the program costs are reasonable.

Recommendation

The University of Washington proposal to establish a Doctor of Philosophy in Built Environment is recommended for approval, effective June 12, 2003.

RESOLUTION NO. 03-12

WHEREAS, The University of Washington has requested approval to establish a Doctor of Philosophy in Built Environment; and

WHEREAS, There is documented need and demand for the program; and

WHEREAS, The external reviews attest to the quality of the program and faculty; and

WHEREAS, The assessment and diversity plans are well suited for the program; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Doctor of Philosophy in Built Environment, effective June 12, 2003.

Adopted:

June 12, 2003

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



June 2003

Master of Science in Strategic Planning for Critical Infrastructures University of Washington

Introduction

The University of Washington is seeking Higher Education Coordinating Board approval to establish an online Master of Science in Strategic Planning for Critical Infrastructures. The program is being developed in partnership with the Washington State National Guard. The National Guard will provide funds for developing the program courses and will pursue federal scholarships for students throughout the nation who are Guard members.

Program Need

Without question, there is a high need for this proposed program. As reported in the UW proposal, *"The President's Commission on Critical Infrastructure Protection, established in July of 1996, identified the following infrastructure systems as critical infrastructures: communications, power and fuel systems, transportation, water supply, emergency services, government services, and banking and finance. The program will provide a robust approach for safeguarding the nation's infrastructures from breakdown whether caused by natural hazards, accidents, or terrorist threats."*

The proposed program will be the first of its kind in the nation. It will provide a vital service to the United States by training leaders to respond to existing and new threats to the United States' public safety, health, and welfare. Program participants would include members of the National Guard – both nationally and from within the state, FEMA employees, local and state emergency personnel, police and firefighters, employees of public utilities and the banking industry, and local officials responsible for securing infrastructure systems for their organizations or communities.

Program Description

The 45-credit program would consist of 14 courses; seven courses focusing on methods and processes related to planning and monitoring protection of critical infrastructures and general management and leadership skills, and seven courses focusing on substantive knowledge of the infrastructure systems, as well as potential hazards and preventive measures. As stated in the UW proposal, *"The proposed program will contain the following unique features...its dynamic, strategic, systems thinking approach will incorporate computer-based GIS and modeling and simulation training, and current research in naturalistic decision-making...it will incorporate training in ethical deliberation and in the legal and constitutional framework...it will focus on critical infrastructures, their interrelations, and on improving their resilience."*

The program would serve 40 FTE students at full enrollment. It is expected that students would complete the program in two years. Classes would be taught online by UW faculty from the department of urban planning and the school of public health.

Assessment and Diversity

The proposal describes several methods that will be employed to evaluate program effectiveness and student learning outcomes. For example, all students will be surveyed at the end of their program and one year later to assess their perceptions of the program's market relevance, as well as the value of their own learning. Student learning outcomes will be assessed on a course-by-course basis by designing assignments closely aligned with expected outcomes.

In keeping with the UW's diversity goals, the proposed program is committed to serving a diverse student population. To that end, program personnel will develop a diversity plan in conjunction with the Washington State National Guard and FEMA.

Review Participants

The proposed program was reviewed by two external reviewers who enthusiastically endorsed the proposal: Roger W. Caves, Professor and Director of the Graduate City Planning Program at San Diego State University, and Wim Wiewel, Dean of the College of Business Administration at the University of Illinois at Chicago. In addition, the other public baccalaureate institutions in Washington state reviewed the proposal. Central Washington University and The Evergreen State College shared their support for the MS in Strategic Planning for Critical Infrastructures.

Program Costs

The program will be offered on a self-sustaining basis through UW Extension, and will not receive any state funds. Students will be charged \$399 per credit hour. At full enrollment, the cost per FTE student is estimated to be \$8,960.

Staff Analysis

The master's program in strategic planning for critical infrastructures would be a viable program addition to the University of Washington. The program would provide a vital service to the United States by training leaders to respond to threats to the United States' public safety, health, and welfare. It would be offered on a self-sustaining basis, at no cost to the state.

Recommendation

The University of Washington proposal to establish a Master of Science in Strategic Planning for Critical Infrastructures is recommended for approval, effective June 12, 2003.

RESOLUTION NO. 03-13

WHEREAS, The University of Washington has requested approval to establish a Master of Science in Strategic Planning for Critical Infrastructures; and

WHEREAS, The program will address the need for highly trained leaders who will safeguard the United States' infrastructures; and

WHEREAS, Student interest in the program is keen; and

WHEREAS, The external reviews endorse the establishment of the program; and

WHEREAS, The program will be funded on a self-sustaining basis, at no cost to the state;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Master of Science in Strategic Planning for Critical Infrastructures, effective June 12, 2003.

Adopted:

June 12, 2003

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



June 2003

Master of Arts in Philosophy Washington State University

Introduction

Washington State University is seeking Higher Education Coordinating Board approval to establish a Master of Arts in Philosophy. The program would be a collaboration between the department of philosophy at Washington State University and the department of philosophy at the University of Idaho.

Program Need

WSU's proposed MA in Philosophy would be a terminal program – the only program at a public institution in Washington seeking students who are not exclusively aiming for a PhD.

As indicated in the school's proposal, the MA in Philosophy would address the following:

- A widespread need for individuals who can think clearly and incisively about issues, argue coherently for a position, and present that position in a clear and compelling manner;
- A need for more feeder programs in philosophy that graduate individuals who will go on to successfully pursue some of the best PhD programs at other universities; and
- A need for individuals well educated in dealing with moral issues that arise in many different contexts.

WSU conducted two surveys that confirm considerable student interest in the proposed program: one from a number of philosophy departments within Washington state, and the other from 28 philosophy departments across the country.

Program Description

The program of study provides a broad base in philosophy while allowing an option in either ethics or environmental philosophy. Students pursuing the MA in Philosophy would be required to complete 30 credit hours, with thesis, that includes 12 hours of core courses, 12 hours of philosophy elective courses, and six hours of master's thesis research. At full enrollment, the MA in Philosophy would serve 12 students at Washington State University and 12 students at the University of Idaho. Existing resources, including a cadre of about 14 faculty from both universities, would support the program. The expected time for program completion is four semesters.

Assessment and Diversity

The department of philosophy will conduct its own assessment of the program through:

- Student evaluations of courses and instructors;
- Annual student evaluations of the strengths and weaknesses of the program;
- Tracking of graduates' success in terms of acceptance into doctoral programs or employment; and
- A review of the program by alumni five years out, to learn to what degree their experience in the program has helped them, and where the program can be improved.

The department of philosophy reports that it understands the difficulty of attracting ethnic minorities and women into advanced studies in philosophy, and is committed to making every effort to increase the number of female and ethnic minority faculty associated with the program. The department also will make every effort to recruit and retain a more diverse student population.

Review Participants

Two external authorities reviewed the proposal: Dr. George Pappas, Professor of Philosophy and Chair, Ohio State University; and Dr. Theodore Schatzki, Professor of Philosophy and Chair, University of Kentucky. Both external reviewers were supportive of the proposed program. Dr. Pappas said the proposal *"is a very well thought out and exceptionally clear proposal which demonstrates pretty convincingly both that there is a need for this master's program and that it has every prospect of being successful."* Dr. Schatzki states that the proposed program *"is a good idea and that it will be a welcome addition to the intellectual life of the region and the discipline of philosophy."* The other public four-year institutions also were invited to comment on the proposal. To date, no comments have been received from these institutions.

Program Costs

The MA in Philosophy would be supported by internal reallocation of funds. At full enrollment, the annual program costs would be about \$122,701, or \$10,225 per FTE student.

Staff Analysis

The master's program in philosophy is an excellent addition to Washington State University's liberal arts curriculum. It is a model collaborative program that would attract students who will be highly competitive in the workplace or in doctoral programs. It will contribute more to the intellectual life of the region. And, given the cooperative nature of the program, a minimal commitment of new resources will be required.

Recommendation

The Washington State University proposal to establish a Master of Arts in Philosophy is recommended for approval, effective June 12, 2003.

RESOLUTION NO. 03-14

WHEREAS, Washington State University has requested approval to establish a Master of Arts in Philosophy; and

WHEREAS, The program will serve as a model collaborative program between the department of philosophy at Washington State University and the department of philosophy at the University of Idaho; and

WHEREAS, The program will serve the educational needs of students and the intellectual needs of the region; and

WHEREAS, The external reviews attest to the quality of the program and faculty associated with the program; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University proposal to establish a Master of Arts in Philosophy, effective June 12, 2003.

Adopted:

June 12, 2003

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



June 2003

HECB Policy Committee Meeting Branch Campuses May 8, 2003

Representatives of the two- and four-year institutions were invited to address the May 8 meeting of the Higher Education Coordinating Board (HECB) Policy Committee on the topic of branch campuses. In addition to HECB members and staff, those present included representatives of the two- and four-year institutions, the State Board for Community and Technical Colleges and the Institute for Public Policy, as well as legislative staff.

Institutions represented were the University of Washington (UW) and UW Tacoma and Bothell branches; Washington State University (WSU) and the WSU Spokane, Tri-Cities and Vancouver branches; and Cascadia, Clark, Lower Columbia, Columbia Basin and Tacoma Community Colleges, as well as Pierce College at Fort Steilacoom.

Participants provided a regional perspective and general overview of their current operations, as well as the challenges they face. Although those in attendance were not asked to address specific issues in their remarks, several key areas were discussed, and have been summarized in the pages that follow.



June 2003

HECB Policy Committee Meeting – *May 8, 2003*

HECB members:

Gay Selby, policy committee chair; Pat Stanford, Ann Jenkins, Herb Simon

HECB staff:

Marc Gaspard, Gary Benson, Kris Betker, Bruce Botka, Whitney DalBalcon, Ruta Fanning, Elaine Jones, Nina Oman, Belma Villa

Baccalaureate institutions:

UW: David Thorud, Fred Campbell

UW Bothell: Warren Buck, Kathleen Drew, Bill Kelleher

UW Tacoma: Vicky Carwein, Sandy Boyle, Sharon Fought, Jack Nelson, Mike Wark

WSU: Jan Sherman

WSU Spokane, Rom Markin

WSU Tri-Cities, Larry James

WSU Vancouver, Hal Dengerink

Community colleges:

Suzie Ames, Cascadia Community College; David Beyer, Clark College;

Jean Hernandez, Cascadia Community College; Michele Johnson, Pierce College at Fort Steilacoom;

Jim McLaughlin, Lower Columbia College; Lee Thornton, Columbia Basin College;

Pamela Transue, Tacoma Community College

Legislative staff:

Shane Bird, Barbara McLain, Vickey Macias-Marin

State Board for Community & Technical Colleges:

Mary Alice Grobins, Loretta Seppanen, Sandy Wall, Jan Yoshiwara

Washington State Institute for Public Policy:

Roxanne Lieb, Annie Pennucci

HECB Policy Meeting May 8, 2003

Branch campuses – comments from institutional representatives

| Branch location + CCs present | Strengths | Linkage | Flexibility | Funding | Demographics |
|---|---|---|--|--|--|
| UW Bothell (Cascadia College) | “Unique programs” will begin to attract students who aren’t placebound | Successfully co-located with Cascadia; UWB also serves Bellevue, Shoreline, Everett, Edmonds, N. Seattle CCs. | UWB needs more authority to respond to student access needs. | UWB and Cascadia say they need more FTEs; UWB says budgeted enrollments and funding are not adequate | UWB “footprint” includes 6 or 7 cities. Cascadia has smaller classes, more diversity than 4-year schools; would like more international partnerships |
| UW Tacoma (Pierce College & Tacoma CC) | UWT Technology Institute helps address the tech industry’s need for highly-educated workers and encourages people to enter the technology field; UWT tech institute is mandated to serve the entire state | UWT has 7 community college partners; tech institute has 15 community college partners; articulation is a key challenge | UWT to serve the entire state – not just Tacoma; “blanket branch campus policy” not appropriate; needs to be able to offer LD courses and blended degrees; early admission important | Capital development important to both facilities | UWT demographics are changing; average age of students is decreasing; more traditional-age students; have an exchange program with Netherlands but need more student housing |
| WSU Vancouver (Lower Columbia & Clark) | Chancellors of each branch campus reports directly to president; offer blended degrees | Co-admission at WSUV and Lower Columbia; completing new building to house Clark and Lower Columbia CC courses; co-location extension programs are crucial | Would like to offer full 4-year degree program and master’s degrees; need more flexibility at LD level; innovation occurs at the campus level | | |
| WSU Tri-Cities (Columbia Basin) | Hanford a valuable resource in area; new interagency agreement between CBC and WSU-Tri Cities | Working on seamless student services and organizations; WSU and CBC offer courses on each others’ campuses; have interagency agreement to share facilities. | Need “one institution” – a hybrid with CC mission and university component; things like facility repair still require crew from Pullman | | Significant Hispanic population applying to CBC; convenience a crucial issue for students |
| WSU Spokane | As co-located institution (with Pullman) mission includes UD and graduate programs | WSU Spokane co-location for WSU Pullman; talking about cross-listing courses with EWU, partnering with Gonzaga, developing “alliance universities” | Need additional flexibility and ability to experiment | Less money can lead to innovation and creativity | Spokane has a huge health market and need for biological and medical programs |
| SBCTC | Joint meetings with 2 & 4-year presidents, provosts, CC academic council, senior staff | Need to work on joint degree programs and build on existing capacity to meet access challenge | | | More CC students transferring to branches – 75% of students at branches come from CCs |

HECB Policy Meeting May 8, 2003, Branch Campuses, page 2 (comments from institutional representatives)

| Branch location + CCs present | Curriculum | Transfer | Challenges | Master Plan | General |
|---|--|---|--|--|---|
| UW Bothell (Cascadia College) | Currently no plans to offer PhD, but would like to at some point; Cascadia supports lower/upper division split between 2 and 4-year schools; UWB would like to offer LD classes | Cascadia very pleased with UWB partnership; DTA working well; Cascadia transfers not given preference; UWB getting more UW Seattle transfers. | Co-location demands on staff; 90 + 90 model; has capacity but not enough funding; looking for more out-of-area students; UWB needs more growth and build-out than UW Seattle | | Cascadia says it is important to maintain the "mission" of 2- and 4-year schools re: lower and upper divisions |
| UW Tacoma (Pierce College & Tacoma CC) | Branch campuses need more degree options and should serve 2-year prof. degree students; CC faculty should be able to teach LD courses at UWT and vice versa; UWT interested in blended and "upside down" degrees; move beyond strict definition of 2+2 | Limiting CC transfer to 90 credits is a problem; currently piloting dual admission program: CC students have access to libraries and computer systems and take 2 courses at UWT during freshman and sophomore years | Needs enhanced student center, housing; housing is an issue as mission expands (through tech. inst.); UWT turned away qualified students for the first time last year; 90+90 is a challenge; CCs must look beyond AA to what students want to accomplish | Create strategic MP from students' perspective; TCC needs more degree options at UWT – MP priority should be developing a program or major transfer; MP should "debunk the myth" that CCs don't offer a quality education – also require that UWT and CCs build on partnership | Branch campus missions are evolving; blanket policy not appropriate; suggests removing "branch" from name; Pierce: branches were started for placebound students; data show more bachelor's degrees in Pierce Co. now |
| WSU Vancouver (Lower Columbia & Clark) | Offers blended degrees – CCs and WSU working together to develop curric.; opportunity to create new departments within colleges | Working on "transfer by major" | 2+2 articulation binds both; HECB program approval process too cumbersome; quarter/semester system and course coding/numbering incompatible; need to work better with K-12 | | WSU reorg. means 1 univ. system with 4 campuses; must be able to experiment with new ways of doing things; lots of inefficiencies in system |
| WSU Tri-Cities (Columbia Basin) | Would like to offer 4-year coursework plus PhDs | Joint BA degree to begin in fall as alternative to transfer system – will allow CBC students to be admitted to WSU with 40 credits without formal application, certified directly into major | Need a "merged institution" of some sort; quarter/semester system a barrier – as well as course coding; need to better serve Hispanic population | | Community in transition as Hanford shuts down; need to leverage resource of federal lab to create a new model (including PhDs) |
| WSU Spokane | As co-located institution, hopes to offer 3-4 PhDs programs in future | Cooperating with CCs | Higher ed. institutions in Spokane don't know how to get along; need healthy competition, partnerships, collaboration | | Spokane area to focus on health professions; faculty working together can solve problems – administration can get in the way |
| SBCTC | | Making progress re: solving access and transfer problems by working with 4-years | Creating a more seamless system – 2+2 can be a challenge; need to institutionalize joint ventures | Question: How do we build on what we have to meet our goal; let's not be too hasty in changing system | Look at roles, missions, strengths to help students; CCs job is to look beyond the AA |



June 2003

Status Report – Notification of Intent

INTRODUCTION

In January 2001, the Higher Education Coordinating Board (HECB) adopted revised *Guidelines for Program Planning, Approval and Review*, in order to expedite and improve the process for the institutions and HECB alike. One of the major changes in the *Guidelines* includes a new program review and approval process for existing degree programs proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods.

The process requires an institution to submit a Notification of Intent (NOI) in electronic format to the HECB at least 45 days prior to the proposed start date of the program. The NOI includes the following information:

- Name of institution
- Degree title
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need
- Source of funding
- Year 1 and full enrollment targets (FTE and headcount)

HECB staff posts the institution's NOI on the HECB Web site within 5 business days of receipt, and via email notifies the provosts of the other public four-year institutions, the Washington Association of Independent Colleges and Universities, the Inter-institutional Committee on Academic Program Planning, and the Council of Presidents. The other public four-year institutions and HECB staff have 30 days to review and comment on the NOI via an email link on the HECB Web site.

If there are no objections, the HECB Executive Director approves the existing degree program proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods. If there is controversy, the HECB will employ its dispute resolution process.

STATUS REPORT

From March 26, 2003 through June 12, 2003, the HECB Executive Director has approved the following existing degree program in accordance with the NOI process.

| Institution | Degree Title | Location | Approval Date |
|-------------|---|------------|---------------|
| WSU | BS in Horticulture-Viticulture & Enology Option | Tri-Cities | May 27, 2003 |

HECB Legislative Issues: 2003 Status Report

Reflects actions by Legislature and Governor through June 10

| Issue | HECB Perspective | Legislative Status |
|---|---|--|
| Biennial operating budget, 2003-05 | In October 2002, the HECB recommended a \$1.1 billion increase for higher education enrollment, core funding and financial aid. | Negotiations on the state operating budget (SB 5404) were completed during the first special session. The final legislative budget uses revenue from expected tuition increases to offset most of the \$131 million base funding reduction for higher education. Cuts of about \$24 million would not be recovered from tuition. The Governor plans to take action on the budget before July 1. |
| High-demand enrollments | HECB requested funds for competitive high-demand pool of 1,000 new FTE enrollments in 2004-05. Two- and four-year institutions would be eligible, as would public-private partnerships. | The HECB will administer a competitive high-demand enrollment pool for the four-year universities of 500 FTE. The public universities may apply for funding and may submit proposals that include partnerships with private colleges. The budget also includes a separate high-demand enrollment pool for 2-year colleges only, administered by the SBCTC. |
| Transfer-related enrollments | | The final legislative budget authorizes the Office of Financial Management to distribute 400 FTE enrollments to the four-year schools to accommodate transfer students. The new enrollments are funded for both years of the biennium. |
| Financial aid funding | HECB recommended increased funding to keep pace with tuition increases and new enrollments and to raise State Need Grant income cutoff to 65% of median family income. | The final legislative budget (1) increases Need Grant funding to keep pace with expected tuition hikes and to serve students up to 55% of median family income; (2) increases funding for Washington Scholars and Washington Award for Vocational Excellence to restore full value of tuition-based awards and reflect students' increased use of scholarships; (3) leaves Promise Scholarship funding unchanged; and (4) reduces the HECB financial aid administrative budget by \$145,000. A House proposal to reduce the amount of grants to students at private colleges and universities was not included in the compromise budget. |

| Issue | HECB Perspective | Legislative Status |
|---|---|---|
| Tuition-setting authority | HECB supports granting four-year institution boards and SBCTC unrestricted tuition-setting authority for all students, including resident undergraduates. | <p>The final legislative budget continues state-imposed tuition ceilings for resident undergraduates, with increases capped at 7% per year. Four-year universities and the SBCTC would set rates for other students.</p> <p>Governor Locke has signed SB 5448 to continue state tuition-setting for resident undergraduates but grant the colleges flexibility to set rates for other groups of students. The bill extends this arrangement for the next six years.</p> |
| Resident tuition rates for undocumented students | HECB supports concept of making certain undocumented students eligible for resident tuition rates. | <p>The Governor has signed legislation to change residency requirements for tuition purposes. Effective July 1, HB 1079 grants residency to undocumented students who are not legal residents, but who have lived in Washington for at least 3 years and meet other criteria. The Governor vetoed an amendment that would have granted resident status only to students from families who entered the country legally or who had amnesty from federal immigration law.</p> |
| Higher education tuition surcharges | | <p>The Governor has signed SB 5135 to direct universities to develop strategies to discourage students from earning excessive credits without graduating.</p> |
| HECB higher education master plan process | Work began several months ago on the 2004 master plan for higher education. | <p>The Governor has signed HB 2076 to revise the master plan. The HECB is to develop a statewide ‘strategic’ master plan, and public colleges will develop plans that reflect state goals and strategies. A draft of the 2004 plan is due in December 2003, and the final version in June 2004. A legislative work group will provide policy direction for the strategic plan.</p> |
| College and university performance contracts | | <p>The Governor has signed HB 2111 to form a legislative and higher education work group to study the feasibility of developing performance contracts between the state and the individual public four-year universities and the two-year college system.</p> |

| Issue | HECB Perspective | Legislative Status |
|--|--|--|
| Educational Opportunity Grant and Promise Scholarship | HECB requested legislation to update and revise the EOG program. | The Governor has signed SB 5676 to update and revise the EOG program. The bill enables students in all 39 counties to receive the grant and to attend all accredited colleges and universities, including UW and WSU branches. The new law also makes GED recipients up to age 21 eligible for the Promise Scholarship if they achieve high college entrance test scores. |
| Grant program for dependent care | HECB currently administers a dependent care allowance through State Need Grant. | Governor Locke has signed HB 1277 to create a privately funded HECB program to give grants of at least \$1,000 per year to Need Grant-eligible students who care for children. The program will commence after \$500,000 is contributed. |
| Electrical engineering degree-granting authority | State law requires the HECB to approve new four-year college degree programs. | The Governor has signed HB 1808 to permit Eastern Washington University and other regional universities to seek HECB approval to offer electrical engineering degree programs. |
| Transfer issues | | The Governor has signed HB 1909 to create a pilot project to develop competency-based transfer degrees. The pilot project will involve both two-year and four-year institutions. Participating schools will be selected by the HECB. |
| Master plan for P-16 education | | A legislative resolution, SCR 8401 , to establish a legislative work group to consider developing a comprehensive master plan for pre-school, K-12, and higher education did not pass during the regular session. |
| Financial aid fund management | HECB supports making maximum use of financial aid funds for their intended purposes. | Legislation to establish a new financial aid account, in which unspent funds would have been retained for the following year, failed. The House passed HB 1123 unanimously, but the bill did not receive a hearing in the Senate. |



June 2003

2003-05 Biennial Operating Budget Status Update June 3, 2003

The House and Senate budget negotiators reached an agreement on the 2003-05 operating budget on Sunday, June 1. Details are not expected to be made public until after legislative members are briefed on Wednesday, June 4. A full report will be presented at the June 12 Board meeting.

The negotiated budget reportedly includes the following provisions:

- Colleges will be allowed to boost in-state, undergraduate tuition by as much as 7 percent in each of the next two academic years. (Legislation has already passed that grants the institutions flexibility to set tuition rates for nonresident and graduate students.)
- There are no general revenue increases.
- There are no across-the-board pay increases.
- There are pay increases for beginning K-12 teachers.
- There is a 75-cents-per-hour pay increase for home health-care workers.
- There is a reduction in the state work force of between 1,300 and 1,500 jobs.
- A \$400 million windfall from the new federal tax-relief bill will be retained by the state as a hedge against a possible revenue downturn later this year.

Higher Education Operating Budgets
Legislative Final 2003-05 Biennium
State General Fund - Dollars in Millions

| Part 1: Institutions (4-Year & 2-Year) | | |
|---|------------------|-----------------|
| 2001-03 Biennium | \$2,470.0 | |
| 2003-05 Maintenance Level | \$2,481.0 | |
| Legislative Final 2003-05 Biennium (6/4/03) | \$2,352.0 | |
| Change from 2001-03 | -\$118.0 | -4.8% |
| Change from 2003-05 Maintenance Level | -\$129.0 | -5.2% |
| Elements of Change from 2003-05 Maintenance Level: | | |
| Operating cost reduction (partially replaced with tuition) | -\$131.0 | |
| Building maintenance to capital budget (fund shift) | -\$52.7 | |
| Eliminate I-732 COLA for CTC faculty | -\$16.8 | |
| Waive less tuition (replaced with tuition) | -\$5.6 | |
| Job skills program (fund shift) | -\$1.1 | |
| Other administrative reductions | -\$19.0 | |
| Subtotal reductions and fund shifts | | -\$226.3 |
| CTC high demand programs (1,000 - 1,200 FTEs) | \$12.6 | |
| CWU enrollment stabilization (196 FTEs) | \$2.1 | |
| Wine industry education partnership | \$1.0 | |
| Veterinary student enrollment (32 FTEs) | \$1.5 | |
| Engineering & science institute - inc. CC pipeline (168 FTEs) | \$2.7 | |
| Transfer students (OFM) (400 FTEs) | \$6.3 | |
| High demand research match (UW) | \$2.5 | |
| 4-year faculty recruitment and retention | \$10.0 | |
| CTC part-time & full-time faculty compensation | \$5.0 | |
| WSIPP studies | \$0.3 | |
| Facility maintenance and operations | \$11.4 | |
| Administrative changes | \$3.7 | |
| Employee health benefits | \$38.2 | |
| Subtotal program and employee enhancements | | \$97.3 |
| Total | -\$129.0 | |

Higher Education Operating Budgets

Legislative Final 2003-05 Biennium

State General Fund - Dollars in Millions

| Part 2: Financial Aid/HECB | | |
|---|----------------|-------|
| 2001-03 Biennium | \$264.3 | |
| 2003-05 Maintenance Level | \$276.0 | |
| Legislative Final 2003-05 Biennium (6/4/03) | \$312.0 | |
| Change from 2001-03 | \$47.7 | 18.0% |
| Change from 2003-05 Maintenance Level | \$36.0 | 13.6% |
| Elements of Change from 2003-05 Maintenance Level: | | |
| HECB agency reductions | -\$0.6 | |
| Jefferson County pilot | \$0.4 | |
| High demand enrollments (4-years) (500 FTEs) | \$8.3 | |
| Financial aid | \$27.9 | |
| Total | \$36.0 | |

| Part 3: Total Higher Education | | |
|--|------------------|-------|
| 2001-03 Biennium | \$2,734.3 | |
| 2003-05 Maintenance Level | \$2,757.0 | |
| Legislative Final 2003-05 Biennium (6/4/03) | \$2,664.0 | |
| Change from 2001-03 | -\$70.3 | -2.6% |
| Change from 2003-05 Maintenance Level | -\$93.0 | -3.4% |

| Part 4: FTE Student Changes | |
|--|--------------------|
| | 2004-05 |
| WSU - Veterinary student enrollment | 32 |
| CWU - Enrollment stabilization | 196 |
| OFM - Transfer students | 400 |
| HECB - High demand enrollments (4-years) | 500 |
| CTC - High demand programs | 1,000 - 1,200 |
| Engineering & science institute (CC pipeline) | 168 |
| Reduction of one-time workforce training slots | -1,320 |
| Net change from 2002-03 | 976 - 1,176 |



June 2003

2003-2005 Higher Education Capital Budget

HIGHLIGHTS

The Capital Budget adopted by the Washington State Legislature on June 5th includes \$760 million in new project appropriations for the public universities and colleges. Of this amount:

- \$581 million is authorized from state bonds subject to the debt limit
- \$53 million is provided from the Education Construction Fund
- \$126 million is appropriated from the institutions' local building accounts

Of the total \$581 million in bonds, about \$170 million is provided from the "Gardner/Evans" initiative. This proposal resulted in increasing the state's debt capacity which added about \$395 million to the total state capital budget. This \$170 million is used for a wide variety of renovation and new construction projects, including:

- Johnson Hall Renovation at UW
- Johnson Hall and Cleveland Hall Projects at WSU
- Music Building Construction at CWU
- Cheney Hall Project at EWU
- Evans Library Renovation at TESC
- Clark Community College Center at WSU Vancouver
- Highline Community College Education Center
- Pierce College Expansion

About \$152 million of the total bonds are provided for the reduction of the deferred renewal backlog in higher education facilities.

The \$53 million from the Education Construction Fund is earmarked for facility maintenance and repairs. This amount replaces reductions in the institutions' operating budgets for building maintenance.

2003 - 2005 HIGHER EDUCATION CAPITAL BUDGET SUMMARIES

| | <u>Institution Request</u> | <u>HECB Recommendation</u> | <u>Governor's Proposal</u> | <u>House Capital Budget Committee</u> | <u>House</u> | <u>Senate</u> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|--|---|---|
| University of Washington | \$196,065,516 | \$196,065,516 | \$98,352,025 | \$113,996,716 | \$134,096,717 | \$105,303,001 |
| Washington State University | \$168,473,000 | \$158,723,000 | \$94,006,000 | \$95,234,001 | \$103,434,001 | \$119,990,001 |
| Central Washington University | \$62,463,100 | \$53,319,100 | \$33,069,100 | \$29,749,101 | \$31,399,101 | \$44,550,001 |
| Eastern Washington University | \$56,659,635 | \$54,684,635 | \$53,747,122 | \$39,189,326 | \$40,839,326 | \$44,566,648 |
| The Evergreen State College | \$38,850,000 | \$38,850,000 | \$34,350,000 | \$27,918,001 | \$28,468,001 | \$38,850,001 |
| Western Washington University | \$42,982,389 | \$42,982,389 | \$20,920,000 | \$29,959,001 | \$32,509,001 | \$26,712,001 |
| Community and Technical Colleges | \$456,664,478 | \$407,601,478 | \$351,260,354 | \$360,738,649 | \$401,961,965 | \$417,449,162 |
| Total - All Funds | \$1,022,158,118 | \$952,226,118 | \$685,704,601 | \$696,784,795 | \$772,708,112 | \$797,420,815 |
| State Bonds Subject to Debt Limit | \$778,993,776 | \$462,500,000 | \$296,378,724 | \$553,875,672 ¹ | \$569,298,988 ² | \$607,788,889 ³ |
| Education Construction Fund (ECF)-Bonds | \$0 | \$342,270,693 | \$238,907,644 | \$0 | \$0 | \$0 |
| Education Construction Fund (ECF)-Cash | \$94,283,917 | \$0 | \$0 | \$15,000,000 | \$67,750,000 | \$0 |
| All Other Appropriated Funds | \$148,880,425 | \$147,455,425 | \$150,418,233 | \$127,909,123 | \$135,659,124 | \$120,793,026 |
| Facility Preservation Account (ECF-Cash) | \$0 | \$0 | \$0 | \$0 | \$0 | \$53,750,000 |
| Non-Appropriated Expenditure Authority | \$0 | \$0 | \$0 | \$0 | \$0 | \$15,088,900 |
| Total State Bonds Subject to Debt Limit | NA | \$925,000,000 | \$926,106,972 | \$1,304,731,729 ⁴ | \$1,336,086,020 ⁴ | \$1,337,554,020 ⁴ |
| Higher Education % Share | NA | 50.00% | 32.00% | 42.45% | 42.61% | 45.44% |

1) Includes \$240,301,173 in bonds supporting the Gardner-Evans initiative.

2) Includes \$249,128,204 in bonds supporting the Gardner-Evans initiative.

3) Includes \$168,875,056 in bonds supporting the Gardner-Evans initiative.

4) Does not include reappropriation adjustments

Comparison of 2003-2005 Capital Budget Proposals

Community and Technical Colleges

| Project | | HECB Recommendation | Governor's Budget | House Capital Budget Committee (SHB 1165) | House ESHB 1165 | Senate (SSB 5401) |
|-------------------|--|------------------------|-------------------|---|--------------------|----------------------|
| Bates-Clover Park | Equipment Improvements | NA | NA | \$0 | \$0 | \$3,000,000 |
| Bates South | LRC/Vocational | \$1,796,206 | \$1,796,206 | \$1,796,206 | \$1,796,206 | \$1,796,206 |
| Bellevue | High Demand Technology Labs | \$500,000 | \$938,100 | \$500,000 | \$500,000 | \$938,100 |
| Bellevue | Renovate Building D/Library & Media | \$13,418,700 | \$13,418,700 | \$13,418,700 | \$13,418,700 | \$13,418,700 |
| Bellevue | Science and Technology Building | \$90,000 | \$0 | \$90,000 | \$90,000 | \$0 |
| Bellingham | Welding/Auto Collision Building | \$16,838,000 | \$0 | \$0 | \$0 | \$16,838,000 |
| Cascadia | Center for the Arts, Tech. | \$159,900 | \$0 | \$159,900 | \$159,900 | \$0 |
| Cascadia | South Access | \$8,065,516 | \$0 | \$3,600,000 | \$3,600,000 | \$1,500,000 |
| Centralia | Science Building | NA | NA | \$0 | \$150,000 | |
| Clark | Stout Hall/Basic Education Program | \$4,049,889 | \$4,049,889 | \$4,049,889 | \$4,049,889 | \$4,049,889 |
| Clark | Classrooms and Vocational Labs | \$3,872,413 | \$3,872,413 | \$3,872,413 | \$3,872,413 | \$3,872,413 |
| Clark | WSU Vancouver | \$18,009,800 | \$18,009,800 | \$18,009,800 | \$18,009,800 | \$18,009,800 |
| Clark | East County Satellite - Phase 1 | \$300,000 | \$0 | \$300,000 | \$300,000 | \$0 |
| Columbia Basin | T Building Renovation/Med Tech Center | \$6,058,500 | \$6,058,500 | \$6,058,500 | \$6,058,500 | \$6,058,500 |
| Edmonds | Instructional Labs | \$2,939,060 | \$2,939,060 | \$2,939,060 | \$2,939,060 | \$2,939,060 |
| Edmonds | Montlake Terrace Hall Renovation | \$8,827,030 | \$8,827,030 | \$8,827,030 | \$8,827,030 | \$8,827,030 |
| Everett | Monte Cristo - Physics/Chemistry | \$7,352,000 | \$7,352,000 | \$7,352,000 | \$7,352,000 | \$7,352,000 |
| Everett | Replace Glacier/Pilchuck - Visual/Performing / | \$1,311,700 | \$1,311,700 | \$1,311,700 | \$1,311,700 | \$1,311,700 |
| Everett | Undergraduate Educational Center | \$126,000 | \$0 | \$126,000 | \$126,000 | \$0 |
| Grays Harbor | Replace 200/400/600 Building with New | \$1,263,300 | \$1,263,300 | \$1,263,300 | \$1,263,300 | \$1,263,300 |
| Green River | Computer Labs | \$10,984,800 | \$10,984,800 | \$10,984,800 | \$10,984,800 | \$10,984,800 |
| Green River | Science Building | \$2,396,409 | \$2,396,409 | \$2,396,409 | \$2,396,409 | \$2,396,409 |
| Highline | Higher Education Center/Child Care | \$21,052,400 | \$21,052,400 | \$21,052,400 | \$21,052,400 | \$18,552,000 |
| Lake Washington | Redmond Campus Property Purchase | \$500,000 | \$0 | \$500,000 | \$500,000 | \$0 |
| Lake Washington | East and West Building Renovation | \$4,420,800 | \$4,420,800 | \$4,420,800 | \$4,420,800 | \$4,420,800 |
| Lower Columbia | Replace/Fine Arts Instruction | \$18,473,314 | \$0 | \$0 | \$18,473,314 | \$18,473,314 |
| North Seattle | Arts and Sciences Building Remodel | \$6,785,700 | \$6,785,700 | \$6,785,700 | \$6,785,700 | \$6,785,700 |
| Olympic | Science and Technology Center | \$22,098,000 | \$22,098,000 | \$22,098,000 | \$22,098,000 | \$13,998,000 |
| Peninsula | Community Resource Center w/ PASD | \$500,000 | \$939,908 | \$500,000 | \$500,000 | \$939,908 |
| Peninsula | Replace Science & Tech | \$82,800 | \$0 | \$82,800 | \$82,800 | \$82,800 |
| Pierce Ft Stlcm. | Campus Childcare Center | \$500,000 | \$0 | \$500,000 | \$500,000 | \$2,248,992 |

Comparison of 2003-2005 Capital Budget Proposals

Community and Technical Colleges

| Project | | HECB Recommendation | Governor's Budget | House Capital Budget Committee (SHB 1165) | House ESHB 1165 | Senate (SSB 5401) |
|-------------------|--|------------------------|-------------------|---|--------------------|----------------------|
| Pierce Ft Stlcm. | Health Sciences and Wellness Center | \$4,928,802 | \$0 | \$4,928,802 | \$4,928,802 | \$0 |
| Pierce Ft Stlcm. | Science and Technology Center | \$190,000 | \$0 | \$190,000 | \$190,000 | \$190,000 |
| Pierce Puyallup | Vocational/Classroom/Childcare | \$23,374,774 | \$23,374,774 | \$23,374,774 | \$23,374,774 | \$23,374,774 |
| Pierce Puyallup | Communication Arts & Allied Health | \$150,000 | \$0 | \$150,000 | \$150,000 | \$150,000 |
| Renton | Portable Replacement Project | \$419,300 | \$419,300 | \$0 | \$0 | \$419,300 |
| Seattle Central | North Plaza Replacement | \$4,976,200 | \$4,976,200 | \$4,976,200 | \$4,976,200 | \$4,976,200 |
| Seattle Central | Broadway Edison First Floor/Student Services | \$4,995,800 | \$4,995,800 | \$4,995,802 | \$4,995,802 | \$0 |
| Skagit Valley | Multiple Building Replacement/Science | \$5,256,600 | \$5,256,600 | \$300,000 | \$300,000 | \$300,000 |
| South Puget Sound | Humanities Complex | \$17,350,248 | \$17,350,248 | \$17,350,248 | \$17,350,248 | \$17,350,248 |
| South Puget Sound | Science Complex | \$93,200 | \$0 | \$93,200 | \$93,200 | \$0 |
| South Seattle | Instructional Tech | \$17,236,600 | \$17,236,600 | \$17,236,600 | \$17,236,600 | \$17,236,600 |
| South Seattle | Portable Replacement/ESL Continuing Ed | \$4,882,200 | \$4,882,200 | \$4,882,200 | \$4,882,200 | \$0 |
| South Seattle | Bldgs 124/124B/125 Pastry/Baking Program | \$2,613,100 | \$2,613,100 | \$2,613,100 | \$2,613,100 | \$2,613,000 |
| Spokane | Science Building Replacement | \$15,721,600 | \$0 | \$15,721,600 | \$15,721,600 | \$15,721,600 |
| Statewide | Minor Works Preservation (RMI) | \$13,500,000 | \$13,500,000 | \$13,500,000 | \$13,500,000 | \$0 |
| Statewide | Roof Repair A | \$7,265,677 | \$7,265,677 | \$7,265,677 | \$7,265,677 | \$7,265,677 |
| Statewide | Facility Repair A | \$22,428,699 | \$22,428,699 | \$22,428,699 | \$22,428,699 | \$21,600,000 |
| Statewide | Site Repair A | \$5,305,624 | \$5,305,624 | \$5,305,624 | \$5,305,624 | \$5,305,624 |
| Statewide | Minor Works Program | \$20,040,317 | \$20,040,317 | \$20,040,317 | \$20,040,317 | \$10,040,317 |
| Statewide | Roof Repair B | \$0 | \$9,000,000 | \$0 | \$0 | \$1,000,000 |
| Statewide | Facility Repair B | \$0 | \$0 | \$0 | \$0 | \$0 |
| Statewide | Site Repair B | \$0 | \$0 | \$0 | \$0 | \$6,408,000 |
| Statewide | Facility Preservation Backlog Reduction | NA | NA | \$0 | \$0 | \$64,300,000 |
| Statewide | Infrastructure Savings Account | NA | NA | \$1 | \$1 | \$1 |
| Statewide | Miscellaneous Projects | NA | NA | \$750,000 | \$750,000 | \$0 |
| Statewide | Preventative Facility Maintenance Repairs | NA | NA | | \$22,600,000 | |
| Tacoma | Replace Portables/Fitness Lab | \$2,622,000 | \$2,622,000 | \$2,622,000 | \$2,622,000 | \$2,622,000 |
| Tacoma | Informational Tech | \$14,531,900 | \$14,531,900 | \$14,531,900 | \$14,531,900 | \$14,531,900 |
| Tacoma | Science Building | \$2,379,000 | \$2,379,000 | \$2,379,000 | \$2,379,000 | \$2,379,000 |
| Tacoma | Renovate Building 7/ Multi-media, etc. | \$4,988,000 | \$4,988,000 | \$4,988,000 | \$4,988,000 | \$4,988,000 |

Comparison of 2003-2005 Capital Budget Proposals

Community and Technical Colleges

| Project | | HECB Recommendation | Governor's Budget | House Capital Budget Committee (SHB 1165) | House ESHB 1165 | Senate (SSB 5401) |
|---------------|----------------------------|------------------------|----------------------|---|----------------------|----------------------|
| Walla Walla | Laboratory Addition | \$573,000 | \$573,000 | \$573,000 | \$573,000 | \$573,000 |
| Walla Walla | Health Science Facility | \$7,261,400 | \$7,261,400 | \$7,261,400 | \$7,261,400 | \$7,261,400 |
| Wenatchee | Portable Replacement | \$2,000,000 | \$2,000,000 | \$2,000,000 | \$2,000,000 | \$2,000,000 |
| Whatcom | Classroom/Labs | \$10,932,400 | \$10,932,400 | \$10,932,400 | \$10,932,400 | \$10,932,400 |
| Yakima | Classroom Bldg Replacement | \$4,960,100 | \$4,960,100 | \$3,852,700 | \$3,852,700 | \$3,852,700 |
| Yakima Valley | Sundquist Annex | \$3,852,700 | \$3,852,700 | \$2,500,000 | \$2,500,000 | \$0 |
| Total | | \$407,601,478 | \$351,260,354 | \$360,738,651 | \$401,961,965 | \$417,449,162 |



June 6, 2003

Higher Education Highlights of Legislative Final Budget (6/4/03)

Changes calculated against 2003-05 maintenance level

Reductions

- **Reductions to be partially offset by tuition increases:** Base funding for colleges and universities is reduced by \$131 million; about 82 percent of the cut can be recovered through tuition increases. Institutions can raise tuition for resident undergraduates up to seven percent per year. Schools have unrestricted tuition-setting authority for all other groups of students. The final budget assumes that full use of tuition authority would raise about \$107 million, some \$24 million less than the amount needed to backfill the funding reduction.
- **I-732:** Budget does not fund Initiative 732 salary increases for community and technical college (CTC) faculty, reducing general fund spending by \$16.8 million
- **Tuition waivers:** Institutions are directed to reduce tuition waivers by 2.5 percent in the second year of the biennium. State reimbursement for waivers would be reduced by \$5.6 million.
- **Across-the-board reductions:** A reduction of \$4.9 million (\$3.5 million in CTCs) in personal service contracts, travel and equipment; and a \$1.9 million reduction by eliminating legislative liaisons.

Fund shifts

- **Shift building maintenance to capital:** Use of capital funds for building maintenance will reduce general fund spending by \$52.7 million.

Increases for colleges and universities

- **Faculty recruitment:** \$10 million is provided for faculty recruitment and retention at four-year institutions.

- **CTC faculty:** \$2.5 million is provided for part-time faculty raises at the two-year colleges and \$2.5 million is provided for full-time faculty salary increments.
- **Transfer students:** A special appropriation to the Governor of \$6.3 million is provided for allocation to public baccalaureate institutions to expand transfer access by 400 FTE students. Applies to students who are qualified residents seeking to transfer with an associate degree or credits sufficient to enter degree programs with junior-class standing.
- **CWU enrollment stabilization:** Central Washington University (CWU) receives \$2.1 million to restore funding for 196 FTE enrollments that were lost when enrollment dipped a few years ago.
- **WSU vet school:** Washington State University (WSU) Pullman receives \$1.5 million to increase the entering class in veterinary medicine by 16 students each year, to partially replace enrollments and revenue associated with the loss of Oregon students.
- **Vancouver engineering and science institute:** WSU Vancouver, Clark College and Lower Columbia College share \$2.7 million to develop an engineering and science institute to prepare 168 FTE associate degree students for transfer into baccalaureate programs in applied science and engineering at the branch campus.
- **Wine industry educational partnership:** \$1.0 million is provided for expanded grape growing and winemaking programs at WSU and community colleges in Walla Walla, Yakima and Wenatchee.
- **Facility maintenance & operations:** Increased level of support for building maintenance adds \$11.4 million.

High-demand

- **CTC Pool:** The State Board for Community and Technical Colleges (SBCTC) will receive \$12.6 million to support competitive high-demand enrollment programs and expansion of worker retraining programs. High-demand fields include health services, applied science and engineering, viticulture and enology.
- **HECB Pool:** The Higher Education Coordinating Board (HECB) will receive \$8.3 million to support competitive high-demand enrollment programs for 500 FTE students. Only public baccalaureates may apply but proposals can include partnerships with private institutions. High-demand fields are programs where enrollment access is limited and employers are experiencing difficulty finding qualified graduates. Priority fields include nursing and other health services, applied science and engineering, teaching and speech pathology, computing and information technology, and viticulture and enology.
- **Research match:** Funding of \$2.5 million is provided to the University of Washington to attract or retain federal research grants in high demand and technologically advanced fields.

HECB financial aid programs and agency administration

- **SNG:** State Need Grant increase of \$26.1 million is intended to keep pace with tuition increases that state universities and colleges may adopt under limits proposed for undergraduates and with new enrollments.
- **Washington Scholars and WAVE:** Funding for Washington Scholars and Washington Award for Vocational Excellence programs increased by a total of about \$1.8 million to restore full value of tuition-based scholarships and to reflect students' increased use of these awards.
- **Agency reductions:** HECB policy and coordination budget reduced by \$232,000. Financial aid administrative budget reduced by \$145,000.

HIGHLIGHTS OF THE 2003-2005 BIENNIUM HIGHER EDUCATION OPERATING BUDGETS

State General Funds

| <u>Programs/Appropriations</u> | <u>Senate Proposal</u> | <u>House Proposal</u> | <u>Final Legislative</u> |
|--|--|---|--|
| Total Higher Education Appropriations | | | |
| Dollar amount (General Fund) | \$2.59 billion | \$2.71 billion | \$2.66 billion |
| Percent increase over 2001-03 | -5.4% for higher education, 0.6% for total state budget | -1.0% for higher education, +1.0% for total state budget | -2.6% for higher education, +1.8% for total state budget |
| Enrollment Increases | | | |
| Total new student FTEs | 1,634 (net increase of 314 after 1,320 cut to CTCs) | 338 plus undetermined number from high-demand funds provided to institutions (net decrease of 982 after 1,320 cut to CTCs) | 1,296 plus undetermined number from SBCTC high-demand funds (will result in net increase after 1,320 cut to CTCs) |
| Total dollar amount | \$24.6 million for 1,634 new FTEs | \$23.4 million for high-demand FTEs and 338 targeted FTEs | \$3.6 million for targeted FTEs (WSU Vet-med 32, CWU 196), \$8.3 million for HECB high demand pool, \$12.6 million for SBCTC high demand pool, \$6.2 million for transfer students |
| High-demand pools | HECB--1,050 for competitive distribution, CTCs--250 for competitive distribution (\$20.2 million to HECB & CTCs) | No HECB pool. Total of \$20.1 million provided in GF-S for distribution for undetermined number of FTEs as follows: CTCs \$12.3 million, UW \$2.5 million, EWU \$1.2 million, CWU \$.8 million, TESC \$.5 million, WWU \$1.3 million. WSU receives \$1.5 million for 32 Vet-med FTEs. | HECB competitive pool limited to 500 FTEs at \$11,000 each for public 4-year schools. SBCTC pool for worker retraining and competitive distribution for undetermined number of FTEs. |
| Financial Aid | | | |
| State Need Grant | \$32.3 million to increase awards to keep pace with 9% tuition increase in each fiscal year | \$22.3 million to increase awards to keep pace with 6% tuition increase in each fiscal year | \$26.1 million intended to increase awards to keep pace with 7% tuition increase in each fiscal year |
| Promise Scholarships | No increase to FY 2003 funding level | No increase to FY 2003 funding level | No increase to FY 2003 funding level |
| State Work Study | No increased funding | No increased funding | No increased funding |
| Washington Scholars and Vocational Excellence Awards | \$1.9 million | \$1.7 million | \$1.8 million |
| Health professions loans and scholarships | No increased funding | No increased funding | No increased funding |
| HECB financial aid delivery systems | Not funded | Not funded | Not funded |
| Salaries | | | |
| General Salary Increase | No increased funding | All employees receive 2.0% in September of the second year. | No increased funding |
| Recruitment/Retention | \$10 million for baccalaureates | \$10 million for baccalaureates | \$10 million for baccalaureates |
| CTC Part-Time Faculty | \$1.5 million to continue equalization efforts | \$5 million to continue equalization efforts | \$2.5 million to continue equalization efforts |
| CTC faculty increments | \$3.5 million | Not funded | \$2.5 million |
| CTC COLAs (I-732) | I-732 not funded | I-732 not funded | I-732 not funded |
| Operating Cost Reductions | | | |
| General reductions | \$44.6 million non-instructional cut and \$122.7 million general cut. A 9% tuition increase would generate \$139 million in offsetting funds | \$103.8 million general cut. A 6% tuition increase would offset approximately 90% of this cut. | \$131 million general cut. A 7% tuition increase would offset about 82% of this cut |
| Personal service contracts, travel, equipment | \$4.2 million cut to be administered by OFM | \$4.9 million cut to be administered by OFM | \$4.8 million cut to be administered by OFM |
| Eliminate legislative liaisons | \$1.9 million cut to be administered by OFM | Not proposed | \$1.9 million cut to be administered by OFM |

HIGHLIGHTS OF THE 2003-2005 BIENNIUM HIGHER EDUCATION OPERATING BUDGETS

State General Funds

| <u>Programs/Appropriations</u> | <u>Senate Proposal</u> | <u>House Proposal</u> | <u>Final Legislative</u> |
|---|---|---|---|
| Tuition | | | |
| Limitation | Cap of 9% per year for resident undergrads, local tuition-setting authority for all other students | Cap of 6% per year for resident undergrads, local tuition-setting authority for all other students | Cap of 7% per year for resident undergrads, local tuition-setting authority for all other students |
| State Need Grant increases resulting from higher tuition | Linkage maintained and funded | Linkage maintained and funded | Linkage maintained and funding provided |
| Restrict tuition waivers | Restriction of tuition waivers resulting in a \$16.6 million GF-S reduction. CTCs reduction of \$7 million to be offset by charging a \$5 per credit hour fee for adult basic education, ESL, GED | No restriction of tuition waivers, no change to practice of no fees for adult basic education, ESL, GED | Restriction of tuition waivers in second year resulting in a \$5.6 million GF-S reduction. |
| Grant Programs | | | |
| IT matching grants | Not funded | Not funded | Not funded |
| Jefferson County pilot | \$350,000 to continue current funding | \$350,000 to continue current funding | \$350,000 to continue current funding |
| Other | | | |
| Engineering & Science Institute | \$2.7 million allocation to WSU-Vancouver and Clark & Lower Columbia CCs for 168 transfer student FTEs to WSU-Vancouver for programs in applied science and engineering | Not funded | \$2.7 million allocation to WSU-Vancouver and Clark & Lower Columbia CCs for 168 transfer student FTEs to WSU-Vancouver for programs in applied science and engineering |
| CWU Enrollment Recovery | \$2.1 million restoration of GF-S to support 134 student FTEs | \$3.3 million restoration of GF-S to support 306 student FTEs | \$2.1 million restoration of GF-S to support 196 student FTEs |
| Wine Industry Partnership | \$1 million to support regional partnership with CCs & WSU for expanding & supporting degrees offered for this industry | Assumed included in high-demand funding | \$1 million to support regional partnership with CCs & WSU for expanding & supporting degrees offered for this industry |
| WSU veterinary school | \$1 million for 32 new FTEs to offset loss of Oregon students | \$1.5 million high-demand funds for 32 new FTEs to offset loss of Oregon students | \$1.5 million high-demand funds for 32 new FTEs to offset loss of Oregon students |
| Facility preservation | Adds \$10.6 million, shifts \$52.7 million GF-S to capital budget | Adds \$12.3 million and shifts \$56.8 million GF-S to capital budget | Adds \$11.4 million and shifts \$52.7 million GF-S to capital budget |
| Science and Technology Research matching funds | Not funded | Not funded | \$2.5 million provided to UW |



June 2003: Revised June 11, 2003

Residency Update

Students who are Washington State residents pay lower tuition rates than nonresident students. Current Washington State residency rules require that in order to be considered eligible for in-state tuition rates, domicile must be established for at least one year in the state. Domicile is defined as “a person’s true, fixed, and permanent home. It is the place where he or she expects to remain, and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere.” (WAC 250-18-015) A nonresident student enrolled for more than six hours is presumed to be in the state for primarily educational purposes, and cannot count the time enrolled toward the one year domicile period, unless the student can prove they have established domicile in the state for purposes other than educational.

If the student is financially dependent, his or her domicile is considered the same as that of the student’s parent(s) or guardian; if the student is financially independent, the student’s own domicile is used when considering residency status.

The two- and four-year public institutions have agreed to proposed draft language changing the rules. At the March 23, 2003 meeting of the Higher Education Coordinating Board, HECB staff were directed to continue the public rulemaking process that is required to implement the draft language agreed upon by the institutions.

As part of the rulemaking process, two public hearings were scheduled for May 2003. The first was held at the University of Washington in Seattle on May 27, and the second was held at Washington State University in Pullman on May 30. Notice of these hearings was published in the State Register on May 7, and information was sent directly to the two- and four-year institutions, as well as to student newspaper contacts statewide.

Feedback received at the hearings has resulted in two non-substantive changes to the original draft language. A proposed new section (WAC 250-18-070) that would have made the changes apply to the academic quarter subsequent to the adoption of the rules was deleted. A list of individuals contributing significant financial assistance to a person and therefore making that person financially dependent was expanded from “parents, relatives, or legal guardians” to include “others” (WAC 250-18-035).

A copy of the final draft language is attached. The Board will be asked to approve Resolution #03-15, upon which HECB staff will file a CR 103 (Rulemaking Order, Permanent) on June 13, resulting in the proposed rules being made effective July 14, 2003.

WAC 250-18-010: Purpose and Applicability

| Current Language | Proposed Language |
|--|-------------------|
| This chapter is promulgated pursuant to RCW 28B.15.015 to establish the necessary regulations for the administration of residency status in higher education. Institutions shall apply the provisions of the regulations specified in chapter 250-18 WAC for the uniform determination of a student's resident and nonresident status and for recovery of fees for improper classification of residency. | No Change |

WAC 250-18-015: Definitions

| Current Language | Proposed Language |
|--|--|
| (1) The term "institution" shall mean a public university, college, or community college within the state of Washington. | No Change |
| (2) The term "domicile" shall denote a person's true, fixed and permanent home and place of habitation. It is the place where he or she intends to remain, and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere. | (2) The term "domicile" shall denote a person's true, fixed and permanent home and place of habitation for other than educational purposes . It is the place where he or she intends to remain, and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere. |
| (3) The term "reside" shall mean the maintenance and occupancy of a primary residence in the state of Washington. | No Change |
| (4) The term "financially independent" shall be determined according to WAC 250-18-035. | No Change |
| (5) The term "dependent" shall mean a person who is not financially independent. | No Change |
| (6) The term "resident" for tuition and fee purposes shall be determined according to WAC 250-18-020. | No Change |
| (7) The term "nonresident" for tuition and fee purposes shall be determined according to WAC 250-18-020. | No Change |
| (8) The term "recovery of fees" shall apply to the amounts due to the institution or the student as a result of improper classification. | No Change |

| | |
|--|-----------|
| (9) The term “civil service” shall mean Washington state or federal government nonmilitary employment. | No Change |
|--|-----------|

WAC 250-18-020: Student Classification

| Current Language | Proposed Language |
|---|--|
| (1) For a student to be classified as a “resident” for tuition and fee purposes, he or she shall: | (1) For a student to be classified as a “resident” for tuition and fee purposes, he or she must prove by evidence of a sufficient quantity and quality to satisfy the institution that he or she: |
| (a)(i) Have established a bona fide domicile in the state of Washington primarily for purposes other than educational for the period of one year immediately prior to commencement of the first day of the semester or quarter for which he or she has registered at any institution; and | (a)(i) Has established a bona fide domicile in the state of Washington primarily for purposes other than educational for the period of one year immediately prior to commencement of the first day of the semester or quarter for which he or she has registered at any institution; and |
| (a)(ii) Be financially independent; or | (a)(ii) Is financially independent; or |
| (b) Be a dependent student, with one or both of whose parents or legal guardians have maintained a bona fide domicile in the state of Washington for at least one year immediately prior to commencement of the semester or quarter for which the student has registered at any institution; or | (b) Is a dependent student, one or both of whose parents or legal guardians have maintained a bona fide domicile in the state of Washington for at least one year immediately prior to commencement of the semester or quarter for which the student has registered at any institution; provided that; |

| | |
|---|--|
| <p>(c) Any student who has spent at least seventy-five percent of both his or her junior and senior years in high school in this state, whose parents or legal guardians have been domiciled in the state for a period of at least one year within the five-year period before the student graduates from high school, and who enrolls in a public institution of higher education within six months of leaving high school, for as long as the student remains continuously enrolled for three quarters or two semesters in any calendar year;</p> | <p>(c) Any student who has spent at least seventy-five percent of both his or her junior and senior years in high school in this state, whose parents or legal guardians have been domiciled in the state for a period of at least one year within the five-year period before the student graduates from high school, and who has enrolled in a public institution of higher education within six months of leaving high school, shall be considered a resident only for as long as the student remains continuously enrolled for three quarters or two semesters in any calendar year; or</p> |
| <p>(d) Be the spouse or dependent of an active duty military person stationed in the state of Washington;</p> | <p>(c) Is the spouse or dependent of an active duty military person stationed in the state of Washington;</p> |
| <p>(e) Be a student of an out-of-state institution of higher education who is attending a Washington state institution of higher education pursuant to a home tuition program agreement under RCW 28B.15.725; or</p> | <p>(d) Is a student of an out-of-state institution of higher education who is attending a Washington state institution of higher education pursuant to a home tuition program agreement under RCW 28B.15.725; or</p> |
| <p>(f) Be a student domiciled for one year in one or a combination of the following states: Idaho, Montana, Oregon, or Washington, and be a member of one of the following Indian tribes: (A list of thirty-three tribes follows).</p> | <p>(e) Is a student domiciled for one year in one or a combination of the following states: Idaho, Montana, Oregon, or Washington, and is a member of one of the following Indian tribes: (A list of thirty-three tribes follows).</p> |
| <p>(2) A student shall be classified as a “nonresident” for tuition and fee purposes if he or she does not qualify as a resident student under the provisions of subsection 1 of this section. A nonresident student shall include a student if he or she:</p> | <p>No Change</p> |

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| (a) Will be financially dependent for the current year or was financially dependent for the calendar year prior to the year in which application is made and who does not have a parent or legally appointed guardian who has maintained a bona fide domicile in the state of Washington for one year immediately prior to the commencement of the semester or quarter for which the student has registered at an institution; | No Change |
| (b) Attends an institution with financial assistance provided by another state or governmental unit or agency thereof wherein residency in that state is a continuing qualification for such financial assistance, such nonresidency continuing for one year after the completion of the quarter or semester for which financial assistance is provided. Such financial assistance relates to that which is provided by another state, governmental unit or agency thereof for direct or indirect educational purposes and does not include retirements, pensions, or other noneducational related income. A student loan guaranteed by another state or governmental unit or agency thereof on the basis of eligibility as a resident of that state is included within the term “financial assistance;” | No Change |
| (c) Is not a citizen of the United States of America, unless such person holds permanent or temporary resident immigration status, “refugee-parolee,” or “conditional entrant” status or is not otherwise permanently residing in the United States under color of law and further meets and complies with all applicable requirements of WAC 250-18-030 and 250-18-035. | No Change |

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| (3) A person does not lose a domicile in the state of Washington by reason of residency in any state or country while a member of the civil or military service of this state or of the United States, nor while engaged in the navigation of the waters of this state or of the United States or of the high seas if that person returns to the state of Washington within one year or discharge from said service with the intent to be domiciled in the state of Washington. | No Change |
| (4) Any resident dependent student who remains in this state when such student's parents or legal guardians, having theretofore been domiciled in this state for a period of one year immediately prior to commencement of the first day of the semester or quarter for which the student has registered at any institution, move from this state, shall be entitled to continued classification as a resident student so long as such student is continuously enrolled during the academic year. | No Change |

WAC 250-18-025: Classification Procedure

| Current Language | Proposed Language |
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| (1) After a student has registered at an institution, such student's classification shall remain unchanged in the absence of satisfactory evidence to the contrary. The provision of such evidence to the contrary may be initiated by the student or the institution. | (1) After a student has registered at any institution as a nonresident , such student's classification shall remain unchanged in the absence of evidence of a sufficient quantity and quality to satisfy the institution to the contrary. The provision of such evidence to the contrary may be initiated by the student or the institution. |
| (2) Application for a change in classification shall be accepted up to the thirtieth calendar day following the first day of the instruction of the quarter or semester for which application is made. Applications made after that date in any quarter or semester shall be considered to have been filed as of the first day of the subsequent quarter or semester. | No Change |

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| (3) Any change in classification, either nonresident to resident, or the reverse, shall be based upon written evidence maintained in the files of the institution. | No Change |
| (4) Approval of an application for resident status shall be made only after satisfaction that the requirements of domicile and independency or dependency have been made in compliance with RCW 28B.15.012 and WAC 250-18-030 and 250-18-035. Reclassification from nonresident to resident status preliminarily approved sixty days or more prior to the satisfaction of a one-year durational domicile shall be supplemented with additional documented proof of domicile if deemed necessary by the institution prior to final approval. | No Change |
| (5) The burden of proof that a student, parent, or legally appointed guardian has established a domicile in the state of Washington primarily for purposes other than educational lies with the student. | No Change |
| (6) For any student classified as a resident or authorized to pay resident fees or exempted from the payment of the nonresident differential on a basis other than an established domicile in the state of Washington, the fee paying status of such student shall be subject to determination each term on the basis of chapter 28B.15 RCW. | No Change |

WAC 250-18-030: Establishment of a Domicile

| Current Language | Proposed Language |
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| The domicile of any person shall be determined according to the individual's situation and circumstances rather than by marital status or sex. The establishment of a domicile is not determined on the basis of a single factor; nor is a predetermined number of factors required. | The domicile of any person shall be determined according to the individual's overall situation and circumstances and is not determined on the basis of a single factor; nor is a predetermined number of factors required. |
| Institutions shall require evidence of a Washington domicile that would reasonably negate the existence of a domicile in a state other than Washington. | Institutions shall require evidence of a Washington domicile that is of sufficient quantity and quality to negate the existence of a domicile in a state other than Washington. |

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| <p>A nonresident student who is enrolled for more than six hours per semester or quarter shall be presumed to be in the state of Washington for primarily educational purposes. Such period of enrollment shall not be counted toward the establishment of a bona fide domicile of one year in this state unless such student proves that he or she has, in fact, established a bona fide domicile in this state primarily for purposes other than educational.</p> | <p>No Change</p> |
| <p>To aid the institutions in determining whether a student, parent, legally appointed guardian, or the person having legal custody of a student has established a bona fide domicile in the state of Washington primarily for purposes other than educational, the following factors are to be considered:</p> | <p>To aid the institutions in determining whether a student, parent, legally appointed guardian, or the person having legal custody of a student has established a bona fide domicile in the state of Washington primarily for purposes other than educational, the following factors are to be considered for both the individual and his or her spouse. The weight assigned to any given factor should depend on the ease with which it might be established and the degree to which it demonstrates commitment to domicile as a matter of common sense and as part of the individual's overall circumstances.</p> |
| <p>(1) Registration or payment of taxes or fees on a motor vehicle, mobile home, travel trailer, boat, or any other item of personal property owned or used by the person for which state registration or the payment of a state tax or fee is required, for the one year immediately prior to commencement of the semester or quarter for which application is made;</p> | <p>(1) Location and duration of registration or payment of taxes or fees on any motor vehicle, mobile home, travel trailer, boat, or any other item of personal property owned or used by the person;</p> |
| <p>(2) Valid Washington driver's license for the one year immediately prior to the commencement of the quarter or semester for which application is made;</p> | <p>(2) State and duration of any driver's license for the previous one year;</p> |

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| (3) Permanent full-time employment in the state of Washington during the one year immediately prior to commencement of the semester or quarter for which application is made; | (3) Location and duration of any continuous full-time employment for the previous one year; |
| (4) Address and other pertinent facts listed on a true and correct copy of federal and state income tax returns for the calendar year prior to the year in which application is made; | No Change |
| (5) Location of voter registration for the one year period immediately prior to commencement of the semester or quarter for which application is made; | (5) Location and duration of any voter registration for the previous one year; |
| (6) Purchase of primary residence, lease agreement, or monthly rental receipts for one year immediately prior to commencement of the semester or quarter for which application is made; | (6) Location and duration of primary residence, evidenced by title , lease agreement, or monthly rental receipts for the previous one year; |
| (7) Residence status of the student in schools attended outside the state of Washington; | (7) Residence status in all secondary and postsecondary schools attended outside the state of Washington; |
| (8) Location of checking account, savings account, and/or safety deposit box for one year immediately prior to commencement of the semester or quarter for which application is made. | (8) Location and duration of any checking accounts, savings accounts, and/or safety deposit boxes for the previous one year; |

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| <p>Additional factors may be considered at the request of a student as supporting documentation of a one-year durational domicile. Such factors may include, but are not limited to:</p> <ul style="list-style-type: none"> (1) Address of student listed on selective service registration; (2) Location of membership in professional, business, civic, or other organizations. | <ul style="list-style-type: none"> (9) Address listed on selective service registration; (10) Location of membership in professional, business, civic or other organizations; (11) Receipt of benefits under a public assistance programs; (12) State claimed as residence for obtaining eligibility to hold a public office or for judicial actions; (13) State claimed as residence for obtaining state hunting or fishing licenses; (14) State in which a custodial parent has a child attending public schools. |
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WAC 250-18-035: Evidence of Financial [Dependence or] Independence

| Current Language | Proposed Language |
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| A person is financially independent if he or she has not been and will not be claimed as an exemption and has not received and will not receive financial assistance in cash or in kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by any person except his or her spouse for the current calendar year immediately prior to the year in which application is made. | A person is financially independent if he or she has not been and will not be claimed as an exemption and has not received and will not receive significant financial assistance in any form directly or indirectly from his or her parents, relatives, legal guardians, or others for the current calendar year and for the calendar year immediately prior to the year in which application is made. |
| (1) To substantiate a reasonable presumption that a person is financially independent, the institution may require such documentation as deemed necessary, including but not limited to the following: | (1) To consider a claim that a person is financially independent, the institution may require such documentation as deemed necessary, including but not limited to the following: |
| (a) That individual's sworn statement. | No Change |

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| (b) A true and correct copy of the state and federal income tax return of the person for the calendar year immediately prior to the year in which application is made. Should a person not have filed a state or federal income tax return because of minimal or no taxable income, documented information concerning the receipt of such nontaxable income may be submitted. | No Change |
| (c) A true and correct copy of the person's W-2 form filed for the previous calendar year. | (c) A true and correct copy of the person's W-2 forms filed for the previous calendar year. |
| (d) Other documented financial resources. Such other resources may include but not be limited to, the sale of personal or real property, inheritance, trust fund, state or financial assistance, gifts, loans, or statement of earnings of the spouse of a married student. | (d) Other documented financial resources which may include but are not limited to: the sale of personal or real property, inheritance, trust funds, state or financial assistance, gifts, loans, or statement of earnings of the spouse of a married student. |

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| <p>(e) A true and correct copy of the first and signature page of the state and federal tax returns of the parents, legally appointed guardians, or person or persons having legal custody of the student for the calendar year immediately prior to the year in which application is made. The extent of the disclosure required concerning the parent's or legal guardian's state and federal tax returns shall be limited to the listing of dependents claimed and the signature of the taxpayer and shall not require disclosure of financial information contained in the returns.</p> | <p>No Change</p> |
| <p>(f) A student whose parents are both deceased or who has been made an official ward of the court may be required to provide documentation attesting to the fact of such circumstances.</p> | <p>(f) No Change Addition: (g) Evidence of coverage for medical, life, automobile, and property insurance.</p> |

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| <p>(2) To aid institutions in determining the financial independence of a student whose parents, legally appointed guardian, or person having legal custody of the student do not provide the documentation because of total separation or other reasons from the student, documentation clearly stating the student's status and relationship with his or her parents or legal guardian from a responsible third person, e.g., family physician, lawyer, or social worker may be submitted.</p> | <p>(2) No Change</p> <p><u>Additions:</u></p> <p>(3) To be considered financially independent, a student must demonstrate by evidence satisfactory to the institution that he or she has met, through his or her income, the expenses associated with college tuition and living for the current calendar year and the calendar year immediately prior to the year in which application is made. Personal loans, PLUS loans (Parent Loan for Undergraduate Students), gifts, and cash earnings shall not be counted as income in this calculation. Financial aid grants, scholarships and loans authorized by the financial aid office in the student's name may be considered as personal income.</p> <p>(4) A trust or other account available to the student shall be considered evidence of financial dependence. If the account was created before the student entered high school, there shall be a rebuttable presumption of dependence.</p> |
| <p>(3) Information submitted by the student to the institution on the Washington financial aid form may be used to affirm the authenticity of information submitted on an application.</p> | <p>No change to language, but change paragraph number to (5).</p> |
| <p>(4) In all cases, the burden of proof that a student is financially independent lies with the student.</p> | <p>No change to language, but change paragraph number to (6).</p> |

WAC 250-18-040: Evidence of Financial Dependency

| Current Language | Proposed Language |
|---|--------------------------------|
| <p>(1) To aid the institutions in determining whether a student is financially dependent and whether his or her parent, legally appointed guardian, or the person having legal custody of the student has maintained a bona fide domicile in the state of Washington for one year, the following factors are to be considered:</p> <p>(a) Legal proof of guardianship or custody which shall be the responsibility of the student;</p> <p>(b) Evidence of established domicile of parent, guardian, or custodian which shall be the responsibility of the student;</p> <p>(c) The identification of the student as a dependent on the federal income tax return of the parents, legally appointed guardians or person having legal custody, which shall be proof of the student's financial dependency.</p> <p>(2) Proof of a student's financial dependency for the current calendar year or the calendar year immediately prior to the year in which application is made which shall be the responsibility of the student. Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.</p> <p>(3) A student who provides evidence that he or she is a dependent and has a parent or legal guardian who has maintained a one-year domicile in the state of Washington shall not be required to establish a one-year domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state, governmental unit or agency thereof for educational purposes.</p> | <p>Entire section deleted.</p> |

WAC 250-18-045: Administration of Residency Status

| Current Language | Proposed Language |
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| <p>Administration of residency status shall be the responsibility of the institution's board of trustees or regents in compliance with RCW 28B.15.011 through 28B.15.014 and chapter 250-18 WAC.</p> <p>Boards of trustees or regents shall designate an institutional official responsible for making decisions on resident and nonresident status of students, and for maintaining records and documentation in support of such decisions.</p> <p>Institutions shall use a uniform statewide form consistent with the provisions of chapter 250-18 WAC for the determination of change in residence status.</p> | No Change |

WAC 250-18-050: Appeals Process

| Current Language | Proposed Language |
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| <p>Any final institutional determination of classification shall be considered a ruling on a contested case and shall be subject to court review only under procedures prescribed by chapter 34.05 RCW.</p> | No Change |

WAC 250-18-055: Recovery of Fees for Improper Classification of Residency

| Current Language | Proposed Language |
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| <p>To aid the institutions in the determination of accuracy of statements made by a student, institutions shall require that a student affirm the authenticity of all information and supporting documentation provided by his or her signature thereon.</p> <p>If erroneous, untrue, or incorrect information submitted results in an improper classification of resident or nonresident status, or if a final determination is reversed through the appeals process, institutions shall recover from the student or refund to the student as the case may be an amount equal to the total difference in tuition and fees had the proper classification been made.</p> | No Change |

WAC 250-18-060: Exemptions from Nonresident Status

| Current Language | Proposed Language |
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| <p>In accordance with RCW 28B.15.014, certain nonresidents may be exempted from paying the nonresident tuition and fee differential. Exemption from the nonresident tuition and fee differential shall apply only during the term(s) such persons shall hold such appointments or be so employed. To be eligible for such an exemption, a nonresident student must provide documented evidence that he or she does reside in the state of Washington, and:</p> <ul style="list-style-type: none">(1) Holds a graduate service appointment designated as such by an institution involving not less than twenty hours per week;(2) Is employed for an academic department in support of the instructional or research programs involving not less than twenty hours per week; | No Change |

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| <p>(3) Is a faculty member, classified staff member, or administratively exempt employee who resides in the state of Washington and is holding not less than a half-time appointment, or the spouse or dependent child of such a person;</p> <p>(4) Is an active duty military person stationed in the state of Washington;</p> <p>(5) Is an immigrant having refugee classification from the U.S. Immigration and Naturalization Service or the spouse or dependent child of such refugee, if the refugee (a) is on parole status, or (b) has received an immigrant visa, or (c) has applied for United States citizenship; or</p> <p>(6) Is a dependent of a member of the United States Congress representing the state of Washington.</p> | |
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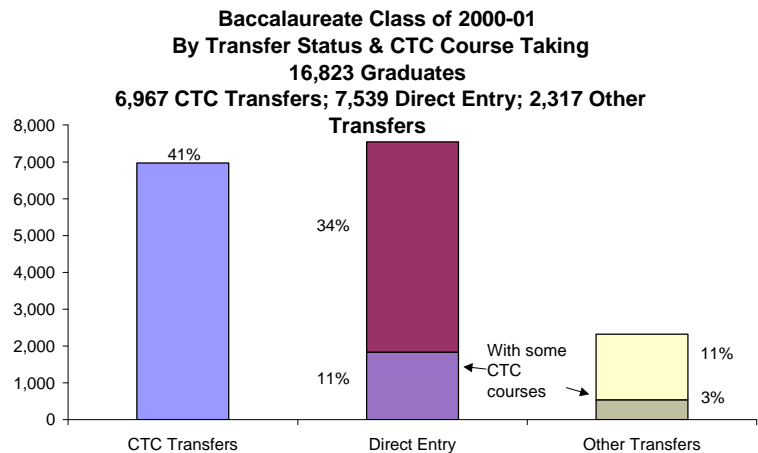
Role of Transfer in the Bachelor's Degree for the Higher Education Coordinating Board June 2003

The public higher education institutions in Washington State are committed to using data to improve education for the many baccalaureate students who complete most or all of their first two years at a community or technical college. To that end, the institutions have agreed to pool student record data and alumni survey results for the purposes of examining the role of transfer in the attainment of the bachelor's degree. This is the first of many reports based on this ongoing long-term research effort.¹

This report is based on the records of 16,800 first time bachelor's degree graduates of the class of 2000-01.² Of those graduates, some 9,300 had attended Washington community and technical colleges. This study examines in detail the nearly 7,000 graduates³ with a significant number of college-level credits from Washington community and technical colleges.

Significant and Increasing Role of Transfer

- Today, most baccalaureate graduates at public institutions have attended two or more colleges. In Washington State, 66 percent of graduates of the class of 2000-01 attended two or more institutions. More than half the graduates (55 percent) attended both the baccalaureate institution and a Washington community or technical college (CTC).



- The focus of this study is on the students who not only took credits at another institution, but took enough credits to be regarded as a transfer student – that is took 40 or more quarter credits outside the baccalaureate institution. More than half the graduates of public baccalaureate institutions are categorized at transfers – 55 percent. CTC

¹ A study team representing all public baccalaureate institutions, the community and technical colleges and a representative of private four-year institutions developed the research design. See Appendix A for membership. Loretta Seppanen, SBCTC, conducted the analysis on behalf of the study team.

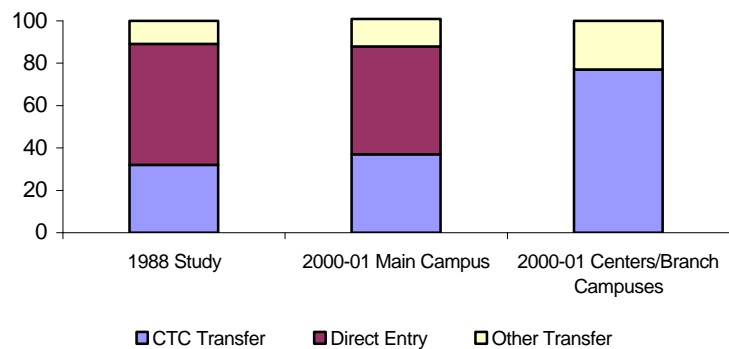
² The study excludes international students and any student asking that their individual institutional records not be used for research purposes. The study team developed methods to maintain the anonymity of the each student record. For technical reasons data from private four-year institutions were unavailable, consequently this report excludes analyses for these institutions.

³ 6,967 CTC Transfers - students who completed 40 or more credits outside the degree granting institution. Some 80 of the CTC Transfers completed 40 or more credits from a combination of Washington CTC and other institutions with the majority, but less than 40, outside credits from the CTC. The research is based on a review of student transcript records including individual course records. The designation of transfer status is based on that analysis rather than on the admission status of the student.

transfers represent 41 percent of the class of 2000-01, while “other transfers” represent 14 percent of the class. In this study "other transfers" are students with most of their outside credits from other than the Washington community or technical colleges including out of state community colleges. Some 45 percent of the graduates are regarded as direct entry students (students with no transfer credits or fewer than 40 outside credits).⁴

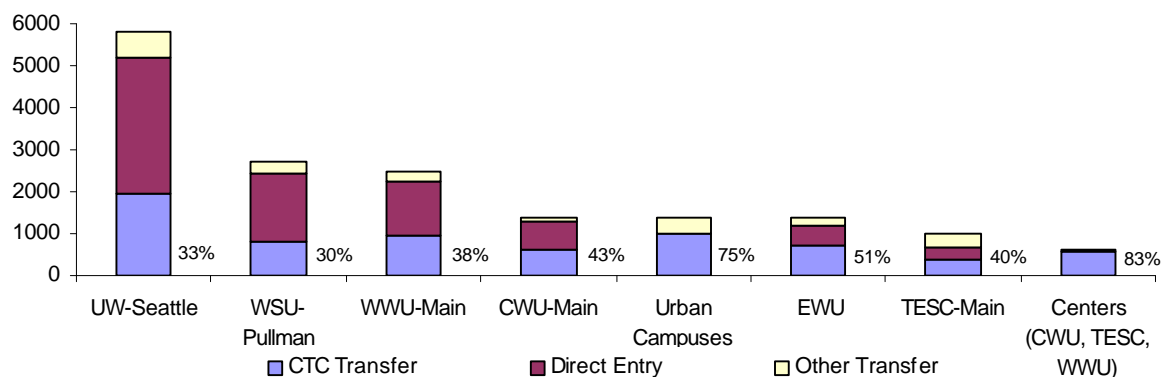
- Three quarters of the CTC Transfers (74 percent) had completed an associate degree.
- There has been a significant increase in the CTC transfer role from 1988 when 32 percent had reported taking CTC courses compared to 41 percent in 2000-01.

Baccalaureate Class of 1988 versus 2001 by Transfer Status



- The increase in transfer role applies to the main campuses (increase to 37 percent CTC transfers) as well as the off-campus university centers and branch campuses.
- At the main campuses, CTC Transfers represent between 30 and 51 percent of the graduates (37 percent on average).

Class of 2000-01 by Transfer Status and Campus



- The majority of CTC Transfer students graduate at the main campuses (88 percent). Off-campus centers and branch campuses represent 12 percent of the class of 2000-01 graduates and 22 percent of the CTC Transfers.⁵

⁴ A quarter of that group had completed a quarters (12 credits) worth of college-level CTC course on average - 11 percent of the total group of graduates.

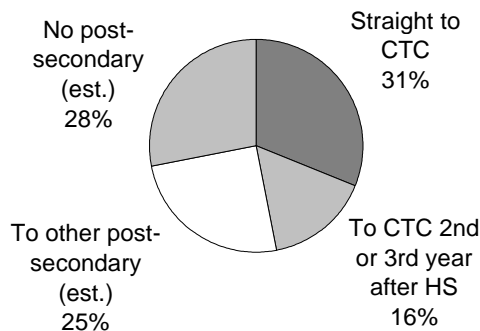
⁵ WSU, CWU, TESC, and WWU award degrees for the institution as a whole. For purposes of this study, graduates were assigned to branch campuses and centers based on where the majority of upper division credits were taken.

Why Is the Role of Transfer Increasing?

More students in Washington are seeking a bachelor's degree - increasing population and increasing participation rate. More of those students are selecting a CTC as part of the preparation for that degree.

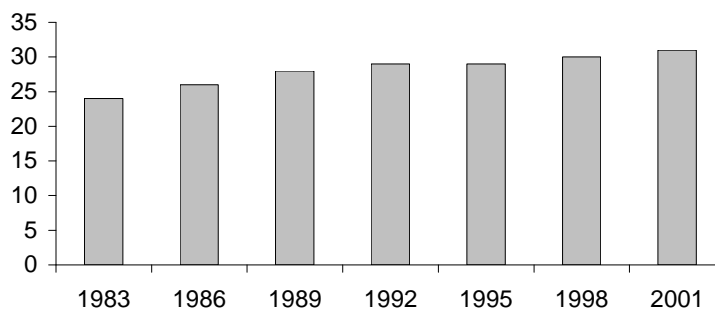
- Almost one-half of high school graduates are enrolled in community and technical colleges within 3 years of leaving high school⁶.
- The share of the high school graduating class enrolling at a community or technical college has been slowly increasing for the past 20 years. This trend is likely to continue into the future.
- More than three-fourths of these recent high school graduates enroll for the purpose of preparation for transfer.
- A transfer student saves over \$5,000 by taking lower division coursework at a community or technical college.
- The number of high school graduates has been increasing for more than a decade - the baby boom echo graduates from high school.

College-Going Pattern of Recent High School Graduates



Source: SBCTC Research Report 03-01

Participation Rate - % of High School Graduates Enrolled at CTC in Year After HS



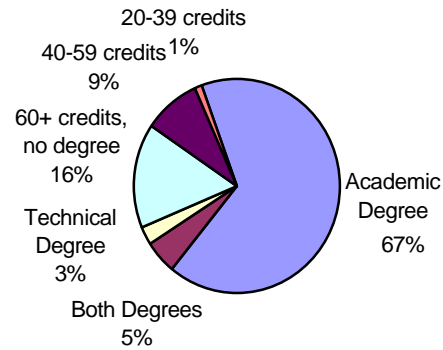
Source: To 1995 - Higher Education Statistics: State of Washington, HECB, September 1998. 1998, 2001 - SBCTC Research Report 03-1

⁶ Some 5 percent of high school graduates attend a four-year institution first and then transfer to a CTC a year or two after high school (shown in the 16 percent figure for CTC in 2nd or 3rd year). About half the "To other post-secondary" are students enrolled in Washington public baccalaureate institutions.

Characteristics of CTC Transfers

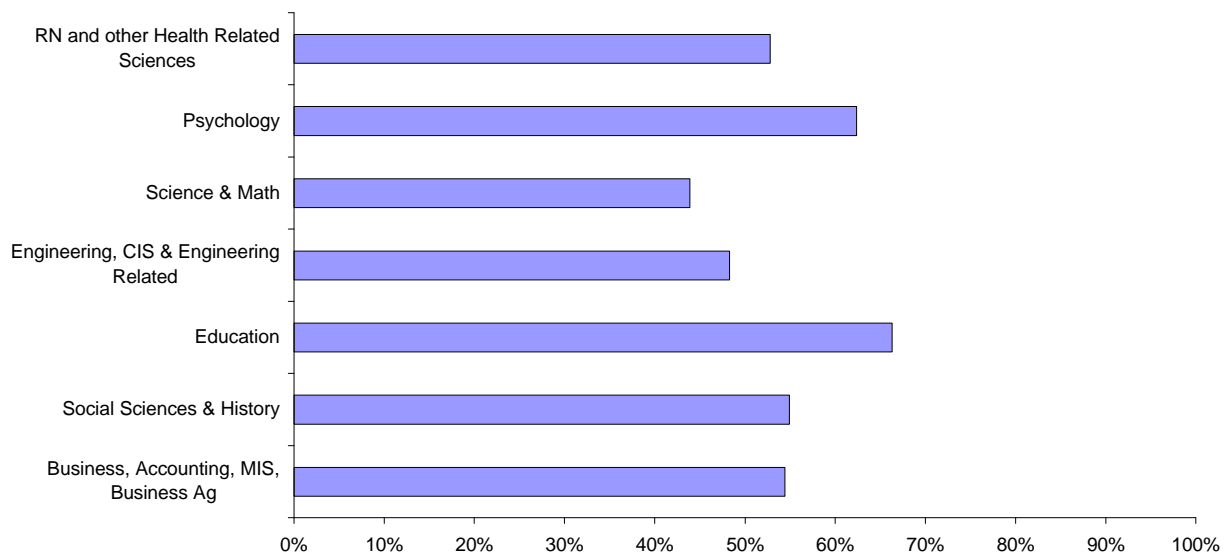
- Three quarters of the CTC transfers (74 percent) completed an associate degree (67 percent academic degrees only, 5 percent academic and technical degrees, and nearly 3 percent technical degrees only). Some 80 students completed 20-40 credits at the CTCs and the remainder of the 40 or more credits elsewhere. The rest completed 40 or more credits at the CTC.

CTC Transfers by Degrees or College-level Credits at CTC 6,967 Graduates - 41% of Class of 2000-01



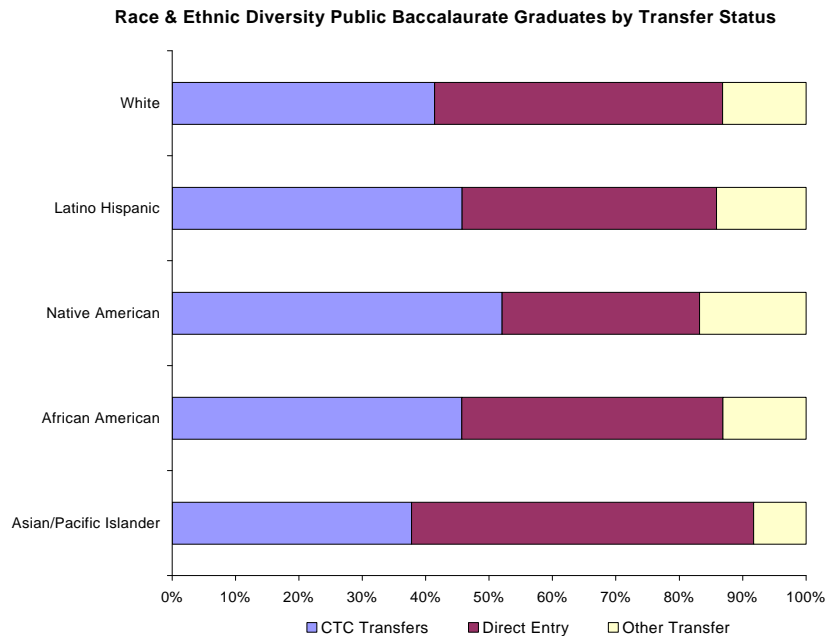
- As open-door institutions, community and technical colleges provide the opportunity for a pathway to the baccalaureate degree to students who may not have completed the standard pre-college high school curriculum. Some 56 percent of the CTC Transfers took advantage of that opportunity, successfully completed pre-college (developmental) courses and college-level courses, and then completed their baccalaureate degree. This developmental course taking was part of the degree preparation for CTC Transfers who graduated in all fields.

% of CTC Transfers Taking Develomental Math, English or Reading at CTC by Baccalaureate Major - Top Majors

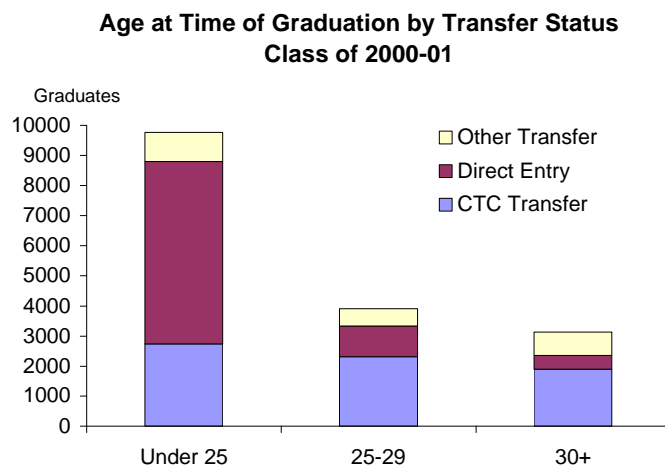


- Some 12 percent of all graduates had participated in Running Start while still in high school (in 1997 or earlier). The 810 CTC Running Start Transfers had completed an average of 50 college credits while still in high school. The 370 Running Start direct entry students had an average of 15 college level CTC credits.

- CTC Transfers represent a larger share of Latino/Hispanic, Native American and African American graduates than of graduates in general.

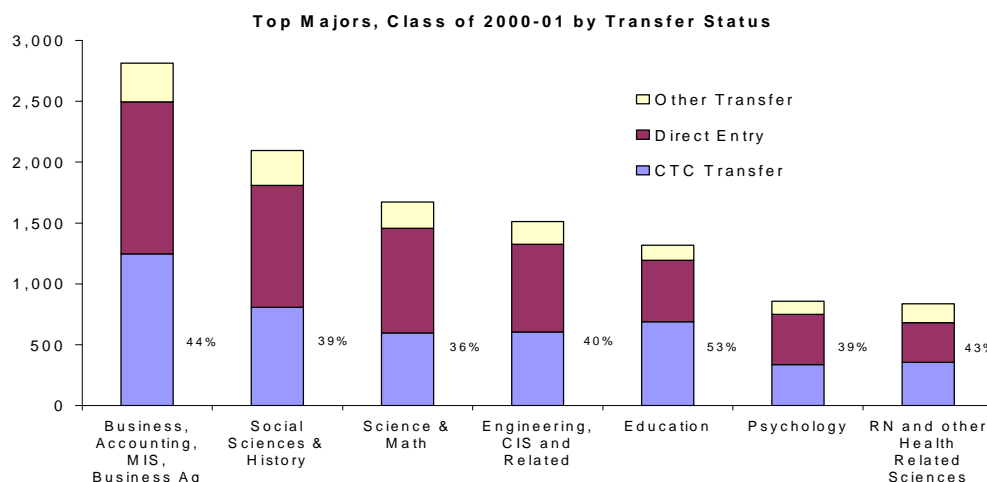


- Transfers bring a much broader age distribution to the baccalaureate institutions than direct entry students. Nearly a third of the transfers were 30 or older at the time of graduation compared to 6 percent of direct entry students.

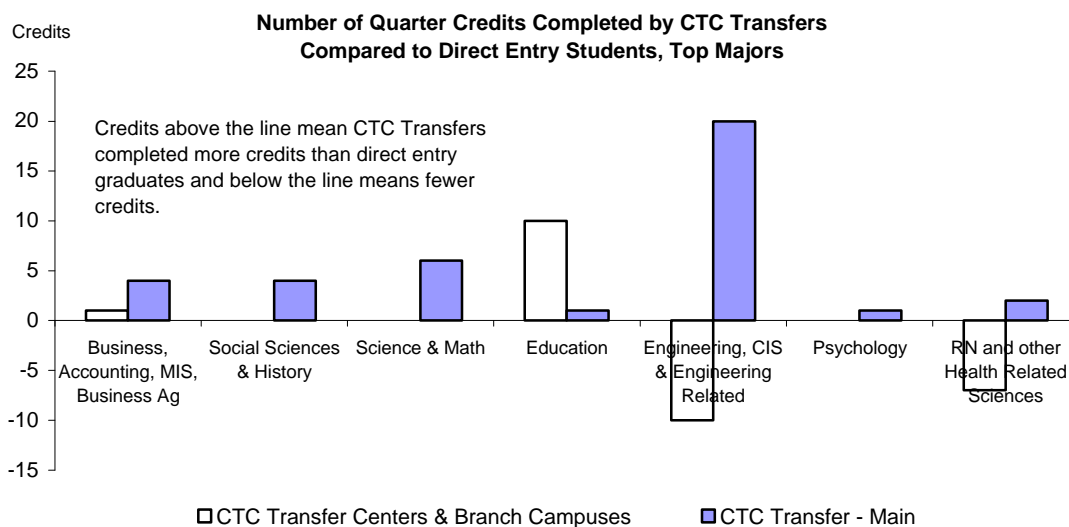


CTC Transfers Well Represented in High Demand Fields

- CTC Transfers are well represented in all the top majors.⁷ The CTC Transfer role is highest in the majors offered both at the main campus and at most of the centers/branch campuses: teacher education, business and RN/other health related sciences.



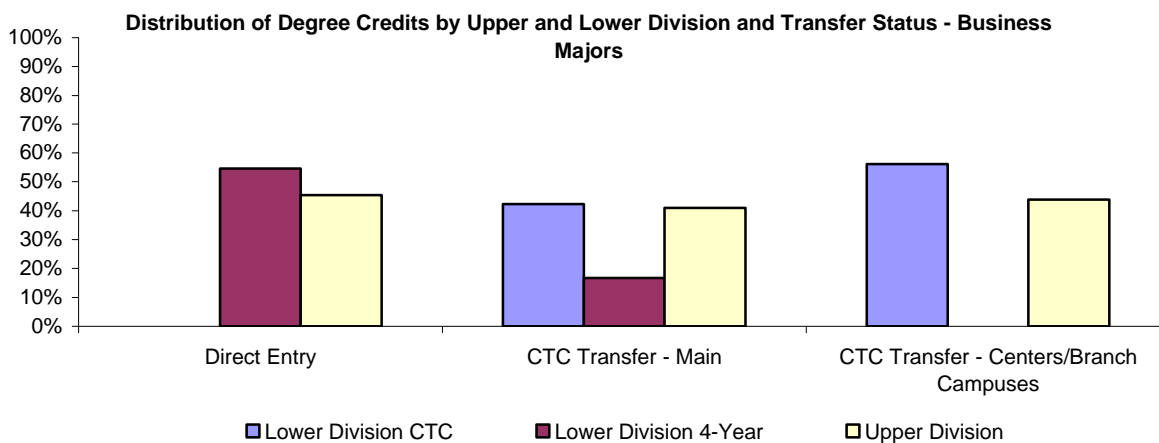
- CTC Transfers typically complete slightly more college-level credits than direct entry students⁸, though that pattern varies by degree field and by location. In general, at the centers and banch campuses, CTC Transfers completed the bachelor's degree more efficiently (with fewer total college-level credits) than did CTC Transfers graduating at the main campuses.



⁷ The top seven majors represent 66 percent of the graduating class.

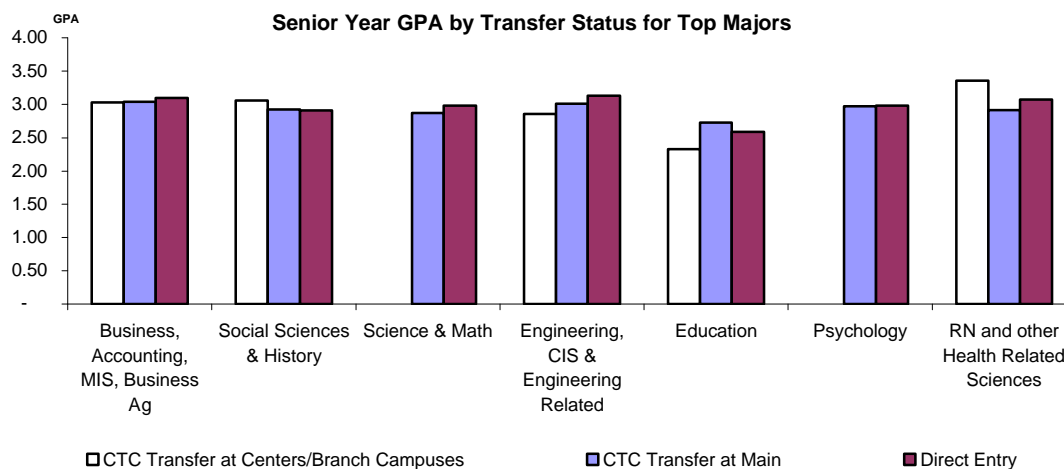
⁸ This analysis is based on transcript records for students with complete records in the transcript files (WSU, UW, EWU and CWU graduates only) – that is students with no outside credits applicable to the degree. Excluded from the analysis are developmental credits and credits from technical courses that typically are not accepted in transfer. Technical courses in allied health (mostly nursing courses) and in corrections/criminal justice are included in the analysis.

- Earlier analysis of the significant difference in credit load for CTC engineering and science/math majors lead to the joint development of the Associate in Science-Transfer degree. The 2000-01 graduates completed their CTC courses before that new degree was offered. It is expected that the new degree option will reduce the credit differences in these fields significantly.
- CTC Transfers to main campuses complete lower-division college-level courses both before and after transfer. While graduates generally take more lower than upper division courses, CTC Transfers to main campuses take even more lower division courses and a higher percentage of lower division work than direct entry students. The data shown here are for business majors, though the pattern for other majors is similar.



CTC Transfers Perform Well at the Upper Division Level

- Student grades vary more by major than by transfer status. By the senior year, CTC transfers and direct entry students earn about the same grades (CTC Transfer 2.94; Direct Entry 2.98)⁹ - with slight variations in the closeness of transfer and direct entry grades by major.

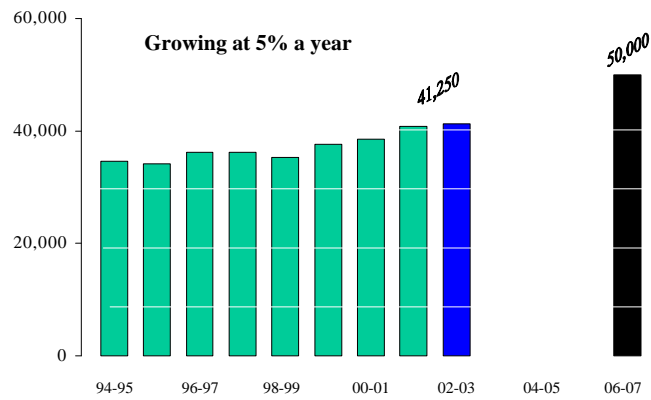


⁹ GPA data for students who completed at least 30 quarter credits or 20 semester credits at the degree granting institution during their senior year.

Future Expectations

- Due to the increasing number of high school graduates and their increasing participation rate, the community and technical colleges will continue to grow the number of students preparing for transfer¹⁰, increasing at the rate of 5 percent a year.
- Provided that space at the upper division level is available, the number of CTC transfers receiving bachelor's degrees will increase significantly over the coming decade.

CTCs Preparing More "Transfer Eligible" Each Year



Summary of Findings

Transfer plays a significant and increasing role in attainment of the bachelor's degree in Washington State. Some 41 percent of graduates in the class of 2000-01 were CTC transfers – students with 40 or more college-level credits (74 percent had completed the associate degree).

Since the last study of the role of transfer (1988), the role of CTC transfer increased from 32 to 37 percent of graduates at the main campuses. During the same period, new opportunities for transfer were developed at the Branch campuses.

Transfer students are well represented in all major fields. The largest number of CTC Transfers completed bachelor's degrees in business, education, social science, science and math, and engineering – the five largest degree fields at Washington public institutions.

CTC Transfers typically complete slightly more college-level credits than direct entry students. Specific degree pathways for each of the top major fields have been or are being developed as a means of reducing this differential.

CTC Transfers attain essentially the same GPA as direct entry students in most degree fields (slightly higher in some fields and slightly lower GPA in other fields). There is more GPA variance by degree major than between CTC Transfers and direct entry students.

¹⁰ "Transfer Eligible" students are those enrolled with a declared transfer goal, with at least the equivalent of a year of college-level credits completed and maintaining at least a 2.0 GPA. About a third of the "transfer eligible" students elect to transfer each year. About half continue on at the CTC for another year and the rest leave college, but delay transfer due to work or family demands.

The option of taking half of their degree credits at a community or technical college allowed a broader range of students (age range, race and ethnic background, prior educational preparation) the opportunity to complete the baccalaureate. In comparison, the direct entry students are younger; less likely to be African American, Native American or Latino/Hispanic, and more likely to have recently completed the standard college-preparatory curriculum at high school than the CTC Transfer.

The number of students seeking the bachelor's degree via transfer from the community and technical colleges is expected to grow significantly in the near future – 5 percent growth a year.

Appendix A

Study Team

Role of Transfer in the Bachelor's Degree Study

Public 4-year

Cindy Flynn, Council of Presidents
Nana Lowell, Office of Educational Assessment, UW
Phil Hoffman, Institutional Studies, UW
David Marshall, Institutional Research, TESC
Laura Coghlan, Institutional Research, TESC
Susan Poch, Admissions, Transfer Relations, WSU
Cathy Faulkerson, Institutional Research, WSU
Brian Spraggins, College and School Relations, EWU
Michael Reilly, Admissions, CWU
Mark Lundgren, Institutional Studies, CWU
Michael Barr, Admissions, WWU
Jeanne Gaffney, Admissions, WWU
Sharon Schmidt, Analyst, WWU

Public 2-year

Scott Copeland, Enrollment Services, Centralia College
Candy Bennett, Research and Planning, Clark College
Susan Maxwell, Research and Planning, Clark College
Marsha Brown, Planning and Research, South Seattle
Valerie Hodge, Institutional Research, Bellevue
Dick Monahan, Counseling, Spokane Community College
Wendy Samitore, TRIO, Walla Walla Community College

Private 4-year

Ron Urban, Whitman College
Neal Christopherson, Whitman College

Agencies

Loretta Seppanen, SBCTC
Nina Oman, HECB
Gary Benson, HECB

Role of Transfer in the Bachelor's Degree at Public Baccalaureate Institutions

Joint 2-Year - 4 -Year Study – Class of 2000-01

For More Information see:

<http://www.sbctc.ctc.edu/transfer/research.asp>

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Representatives of Study Team

- ♦ Michael Reilly, Director of Admissions, CWU
- ♦ Scott Copeland, Director, Enrollment Services, Centralia College
- ♦ Loretta Seppanen, Assistant Director, Education Services, SBCTC



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Key Findings

- ♦ Transfer plays significant role in bachelor's – 41% of grads are CTC transfers
- ♦ Significant increase from past – and will continue to grow
- ♦ CTC transfers in all majors – biggest majors: business, education, social science, science/math, engineering/CIS



Key Findings

- ♦ CTC transfer provides degree opportunity for broad range of students – age, race/ethnic, prior education preparation
- ♦ CTC transfers complete slightly more total college-level credits than direct entry
- ♦ CTC transfer and direct entry essentially same senior year GPA (2.94 versus 2.98)

Joint Study Process

- ♦ Public 4-year and 2-year (Researchers, admission, policy); SBCTC, COP, HECB, private institutions
- ♦ 3 parts to study
 - Student records - Class of 2000-01
 - Survey questions – next
 - Entering students records – later
- ♦ Purpose - Information to improve student transfer



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Class of 2000-01 - Student Records

- ♦ 16,800 grads
- ♦ Exclude international students and those not wishing their individual records used for research
- ♦ Rich data source for on-going analysis

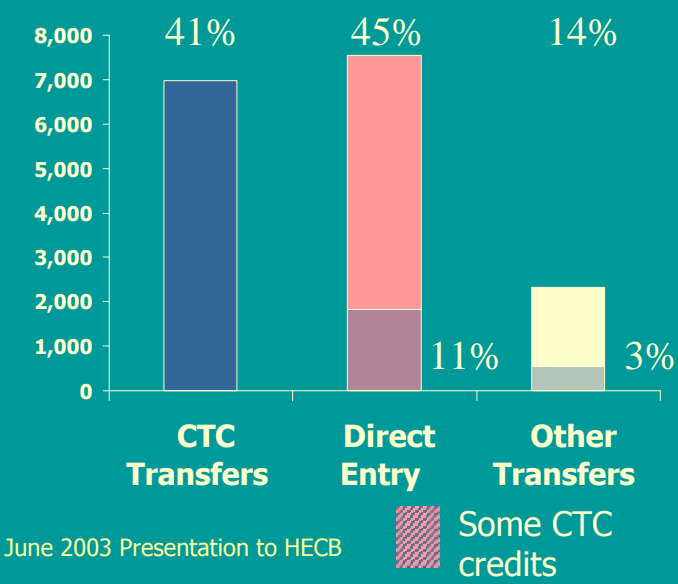


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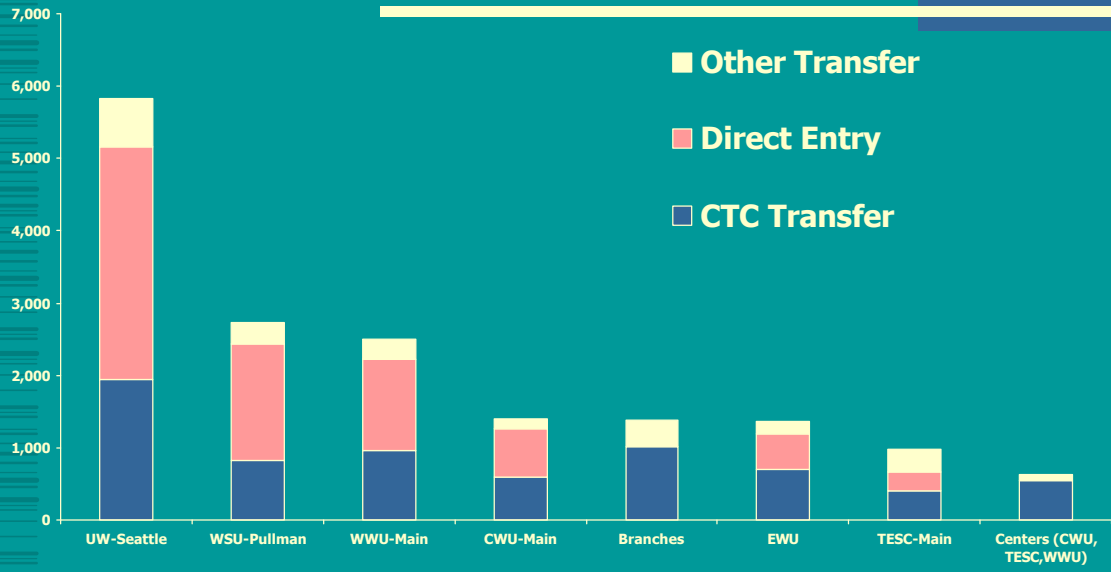
Institutional Mobility Common for Class of 2000-01

- ◆ Direct entry (less than 40 credits elsewhere)
- ◆ CTC transfers: 6,967 (40 + credits from CTC or elsewhere)

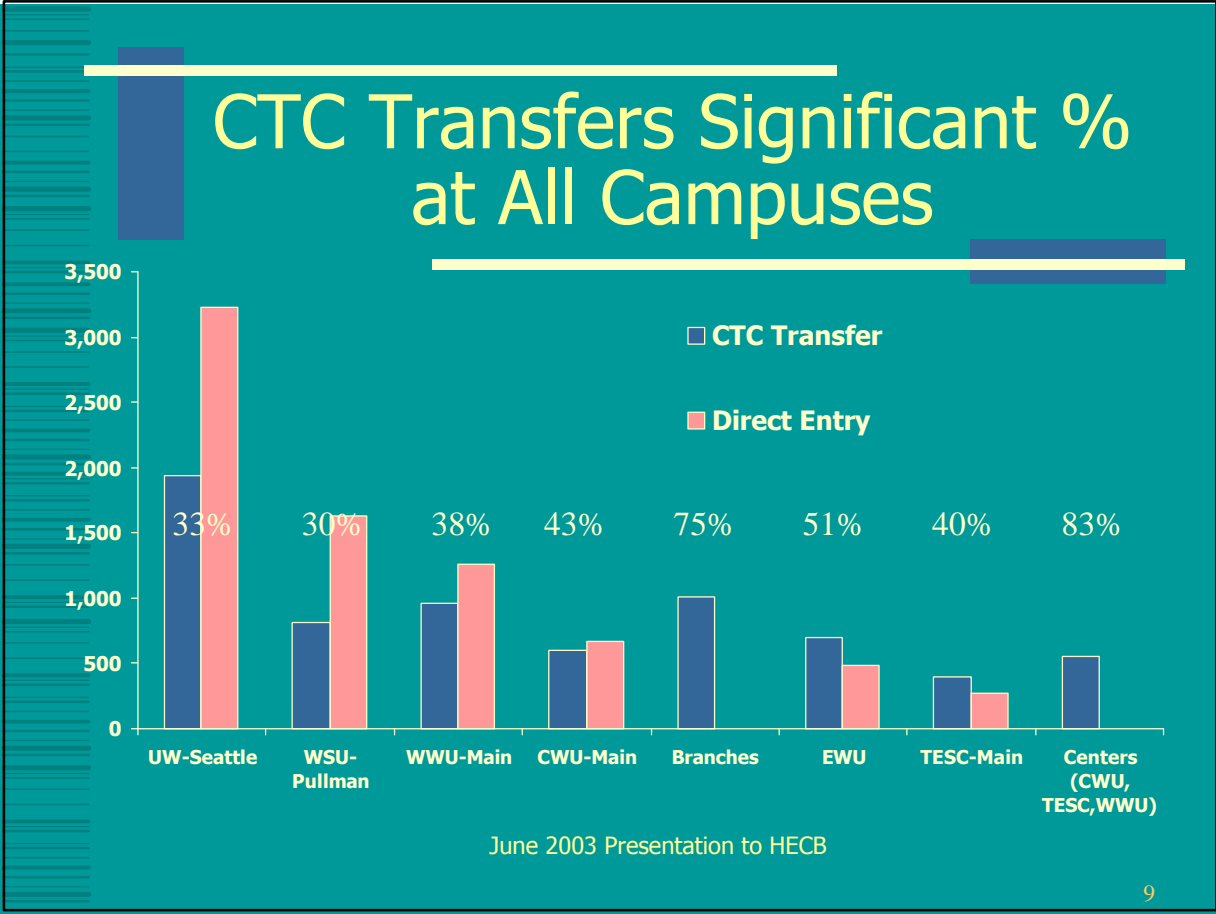


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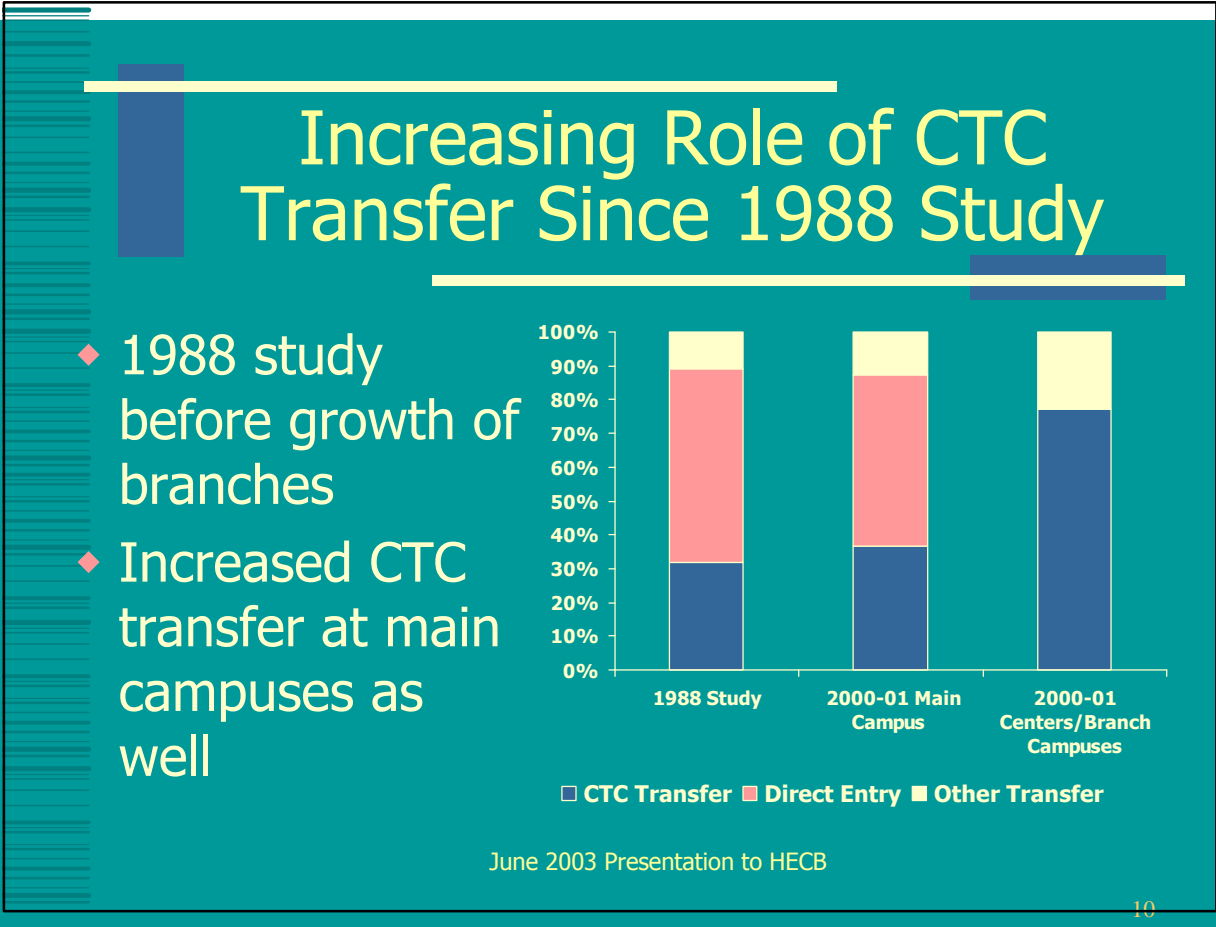
Class of 2000-01 by Transfer Status and Campus



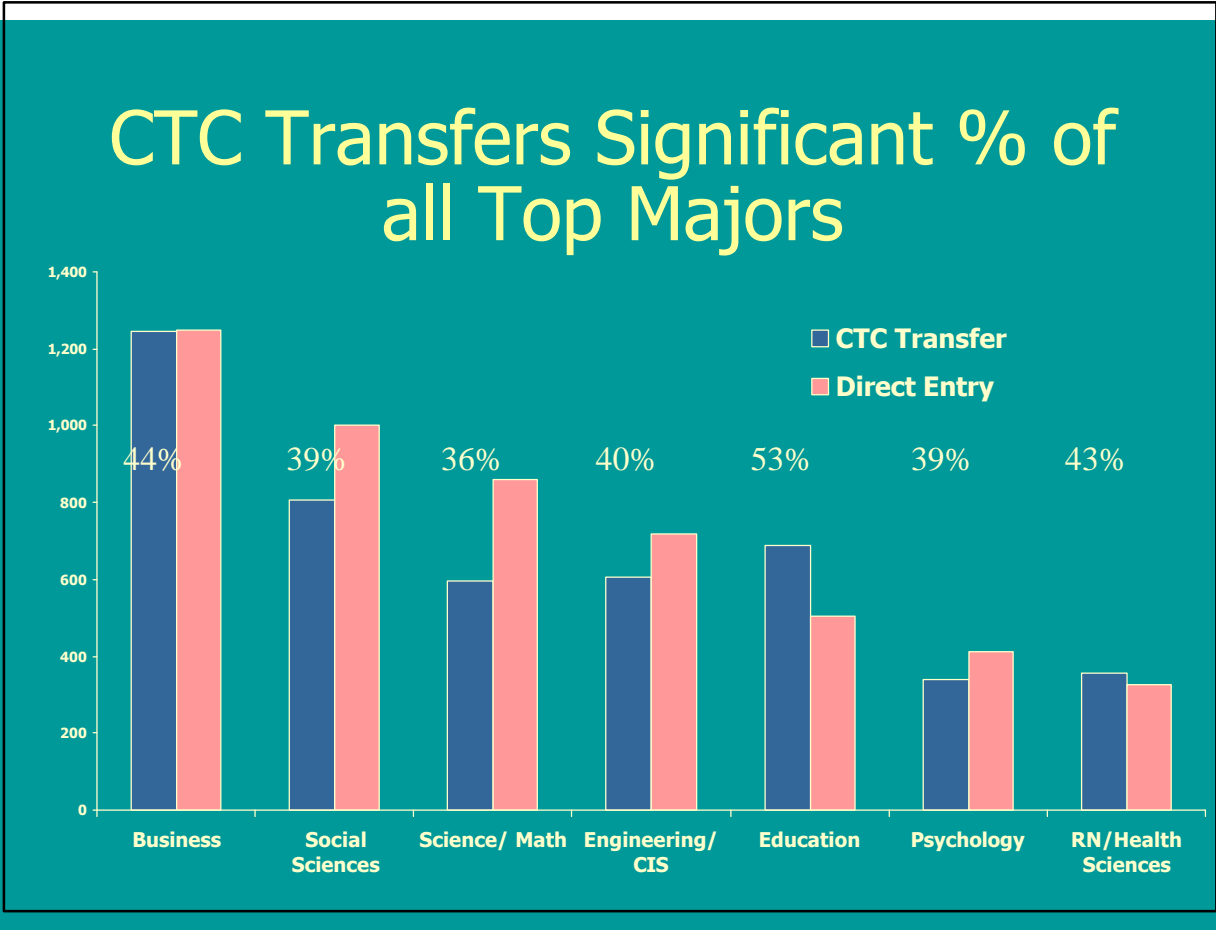
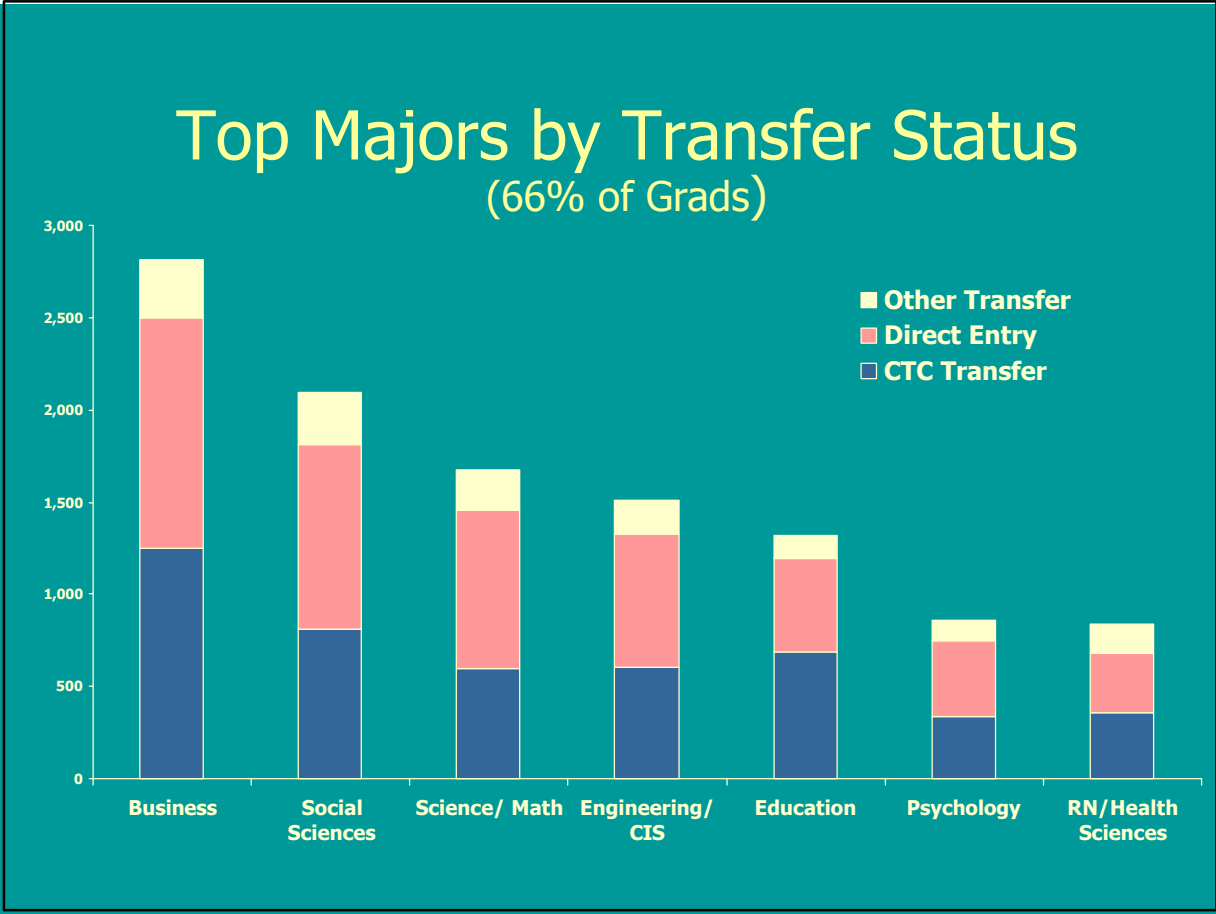
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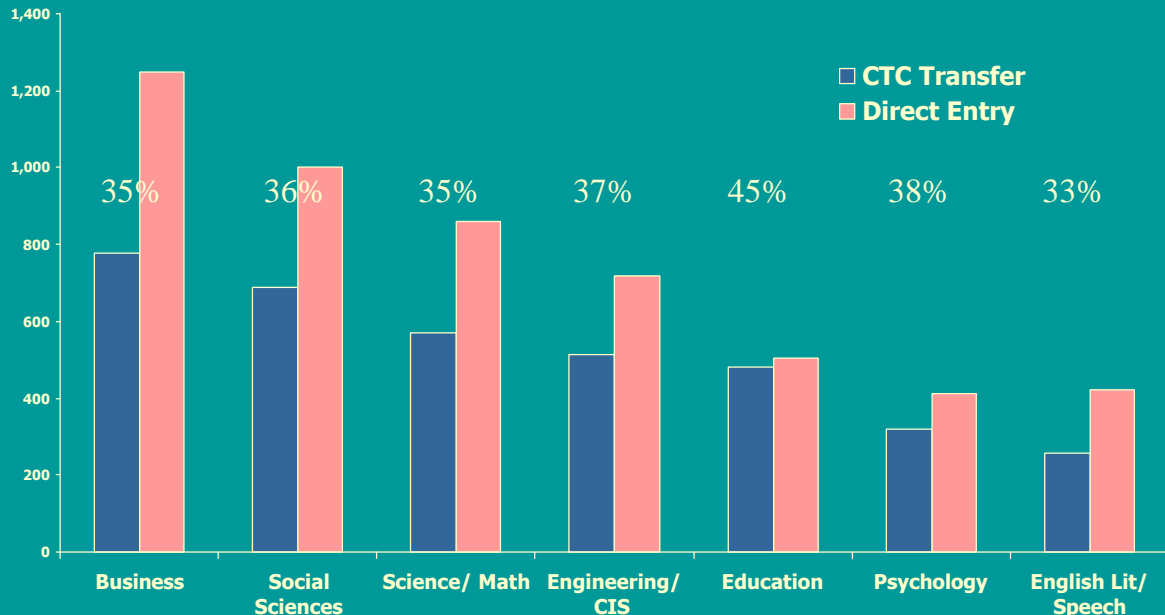
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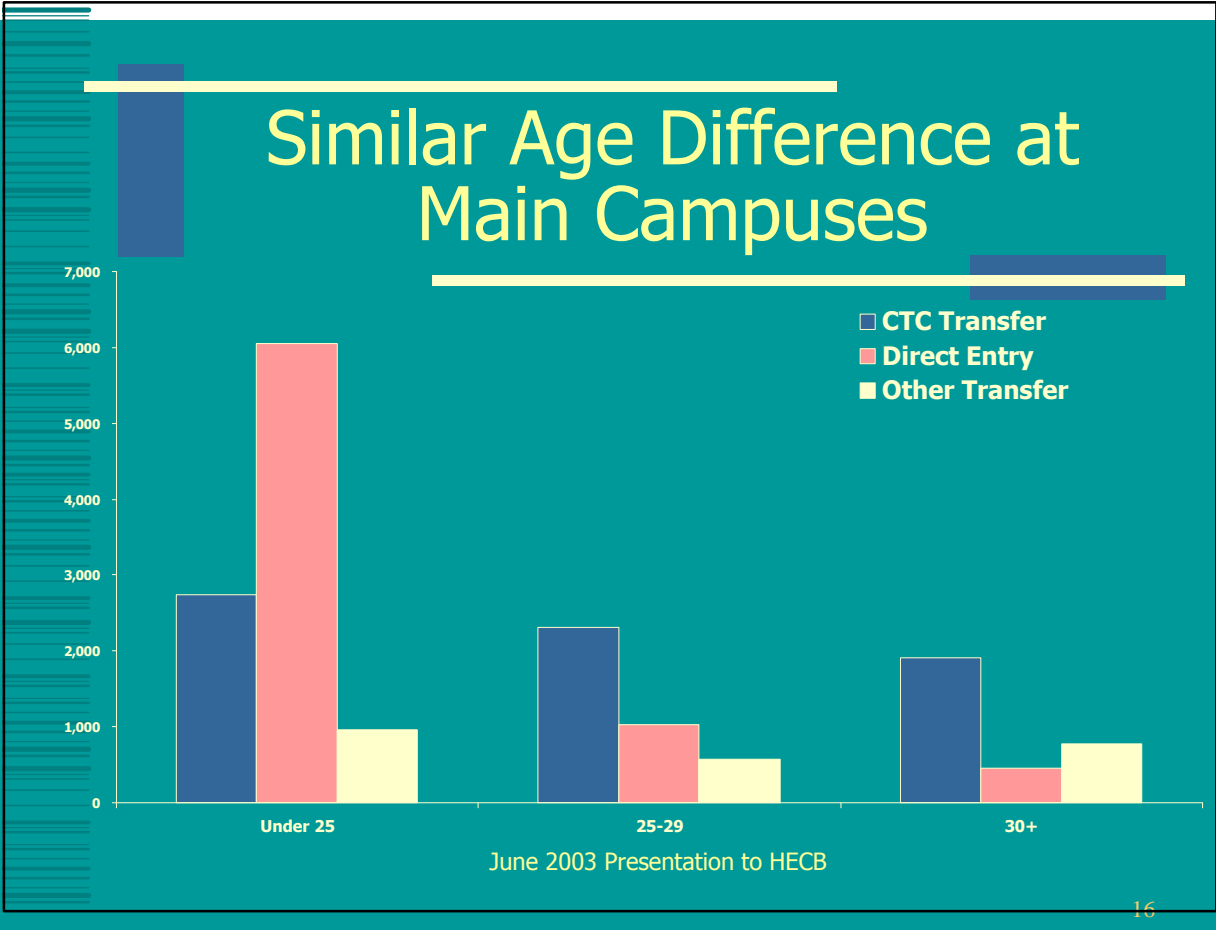
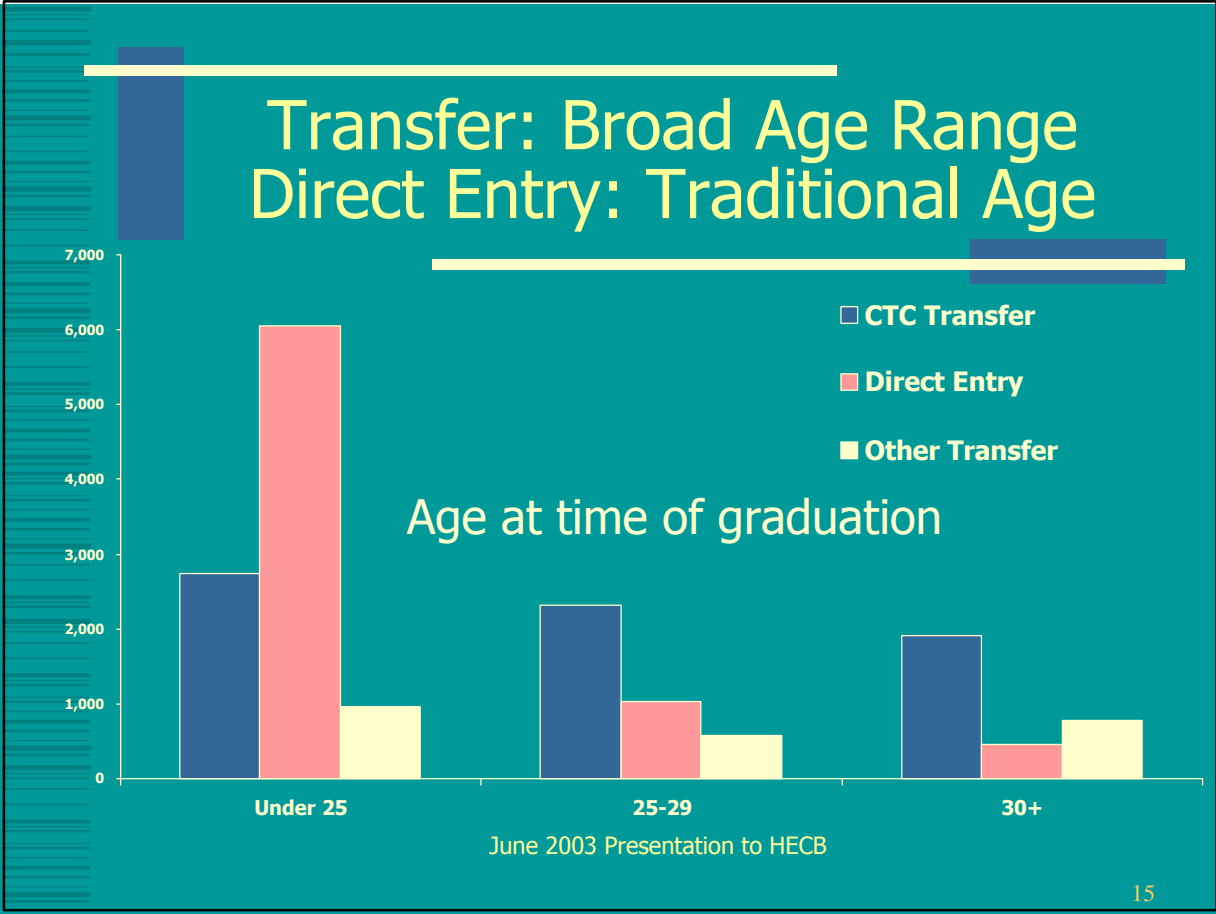
CTC Transfers Significant % of Top Majors At Main Campuses



Characteristics of CTC Transfers

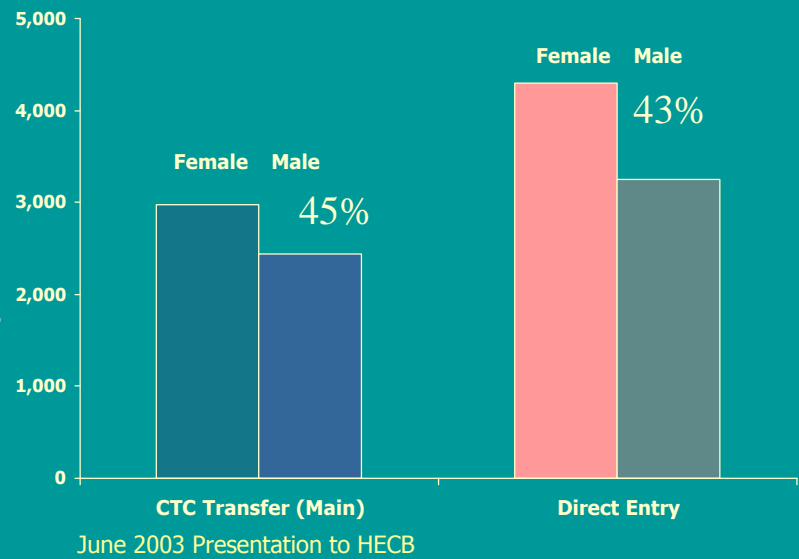
- ◆ Provide opportunity for a broad range of students to achieve the baccalaureate:
 - Age
 - Gender
 - Race & Ethnicity
 - High school preparation





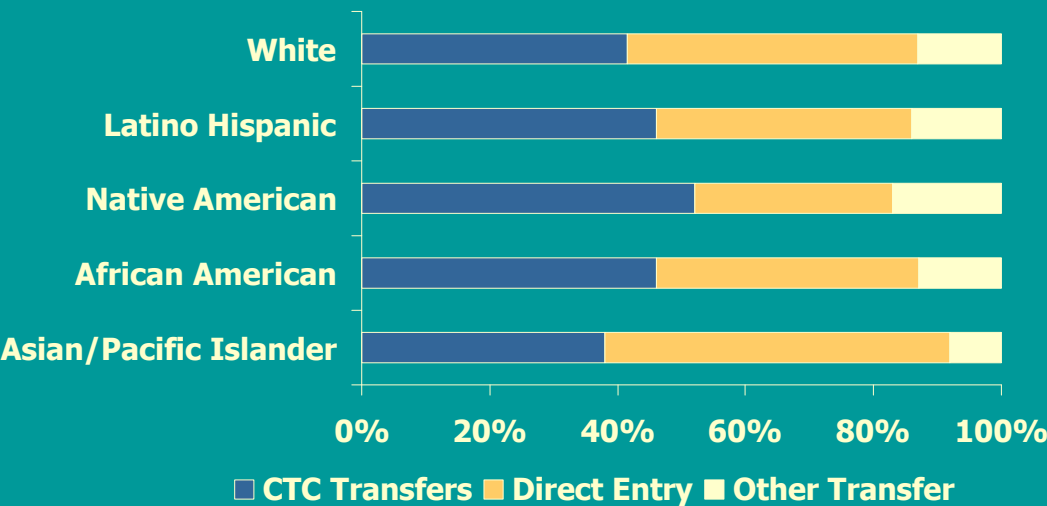
CTC Transfer Pathway for Both Men and Women

- Higher % male for CTC transfers to main campuses – compared to direct entry



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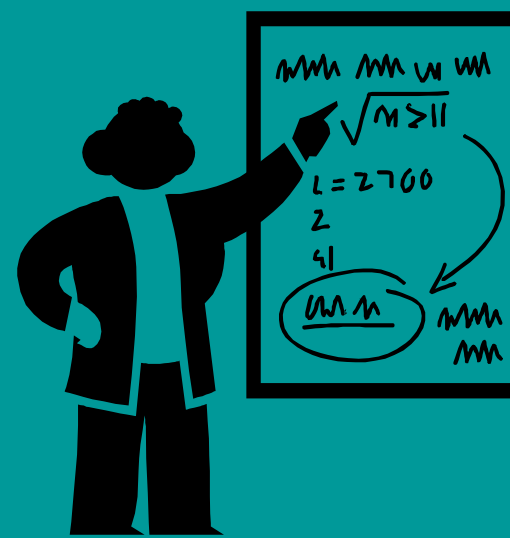
Race & Ethnic Diversity



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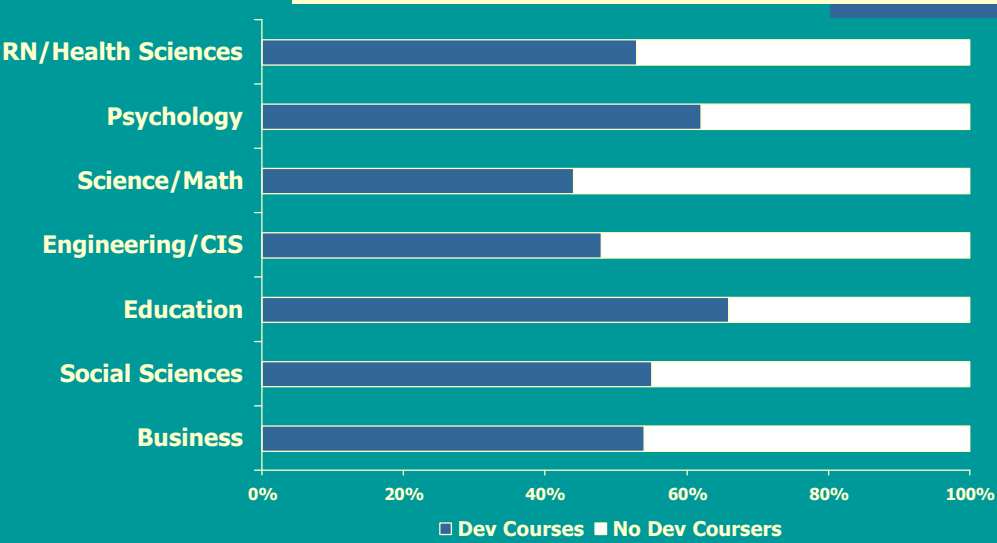
Pre-college Work Mostly Math Related

- ◆ 56% of CTC transfers took pre-college math or English – mostly math
- ◆ HS students are not required to take enough math to meet college requirements



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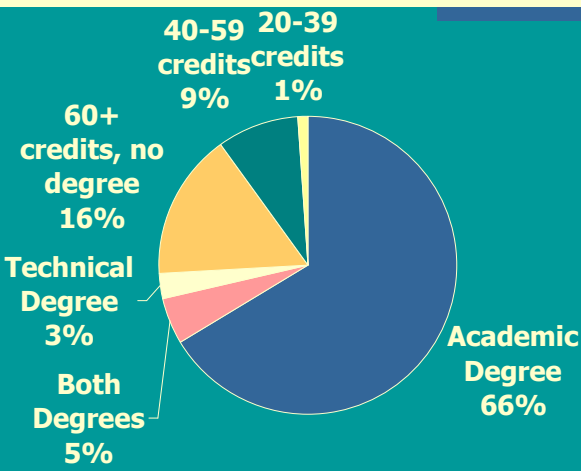
Pre-College Classes A Step to Success for 56% CTC Transfers



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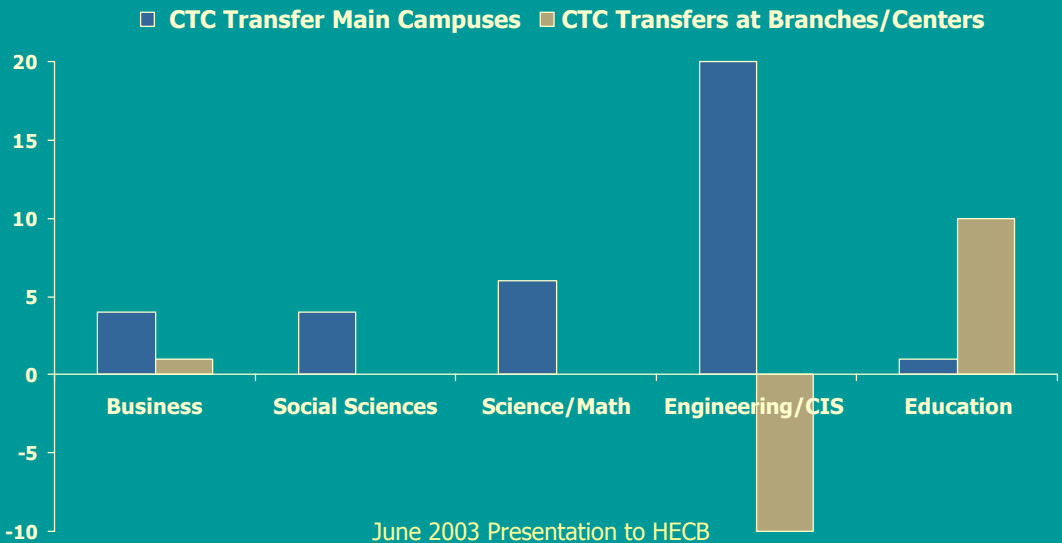
CTC Transfers- Credits at CTCs

◆ 45% of all college-level credits taken by these 6,967 graduates were completed at the CTC



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CTC Transfers Generally Take Slightly More Credits to Degree



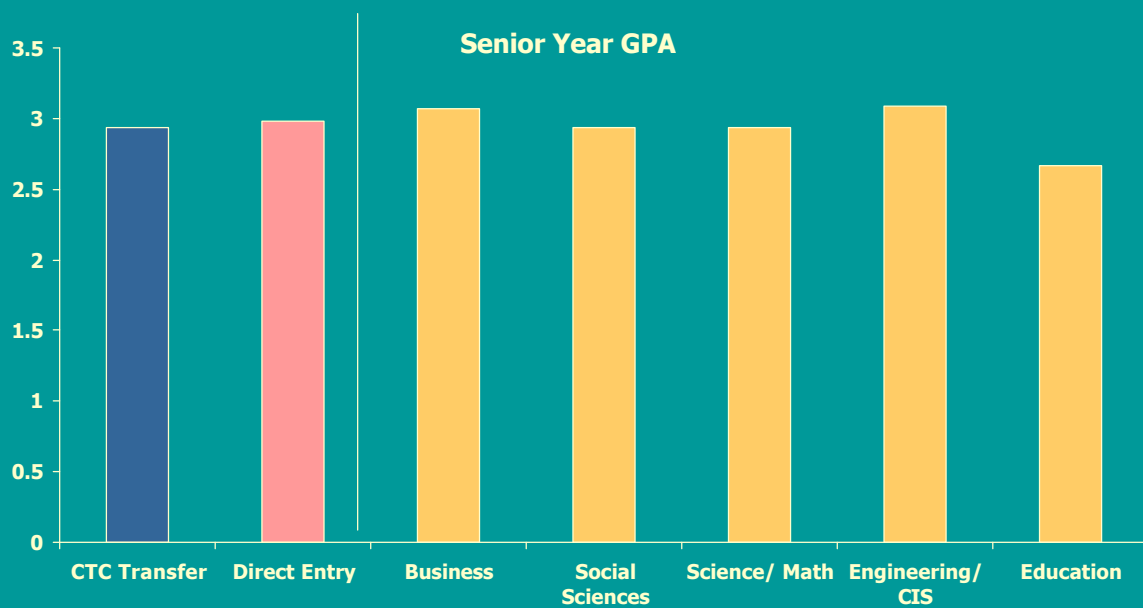
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Performance – Senior Year GPA

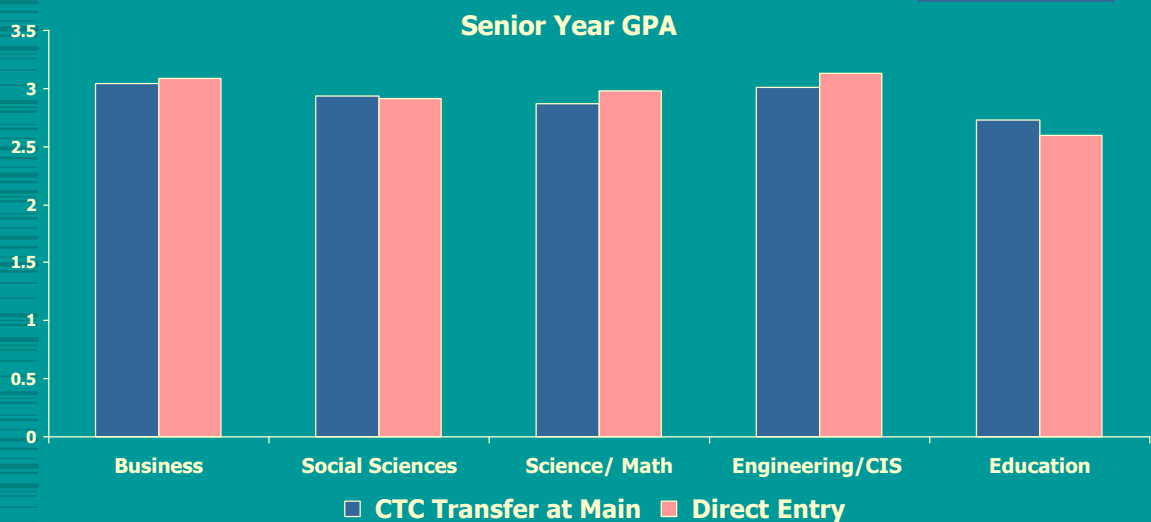
- ◆ GPAs fairly similar for all
- ◆ More difference by major than by transfer status



GPA Varies More by Major than by Transfer Status



GPA in Top Majors CTC Transfers/ Direct Entry Comparison



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Summary

- ♦ The option to transfer from a CTC provides, for a very diverse range and increasing number of students, the opportunity to successfully prepare for the bachelor's degree



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Future Space for Transfers?

- ◆ Number of transfers to grow
- ◆ Will future transfers have same opportunity as class of 2000-01?

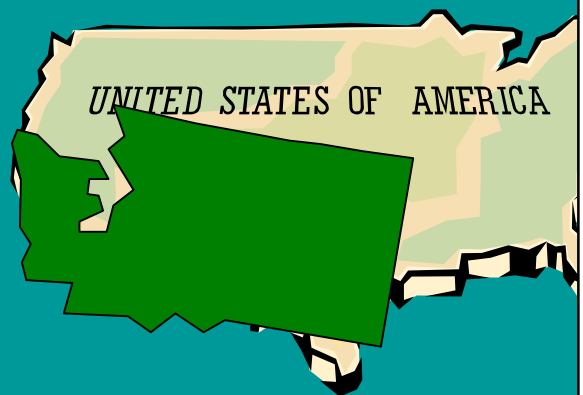


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Why Is Role of Transfer Increasing?

- ◆ Student choice
 - Same pattern across the nation
- ◆ Washington policies that support transfer

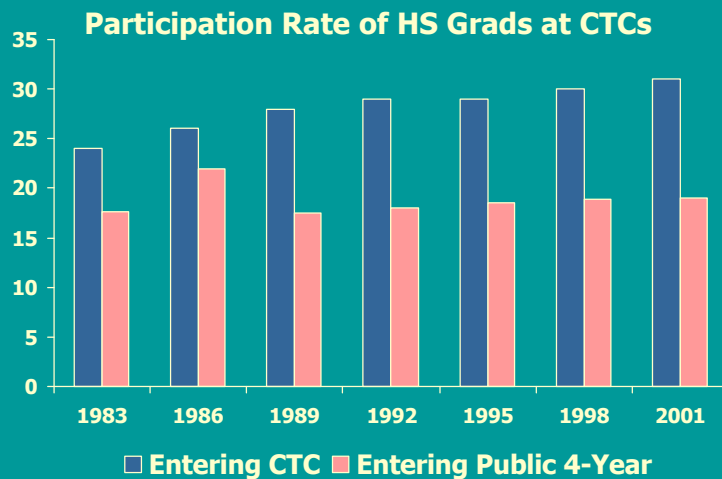


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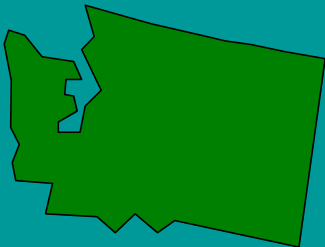
Student Choice Seen in Increased HS to CTC Rate

- Recent high school grads at CTC primarily enter for transfer



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Policy Supporting Transfer

- Legislative assignment of transfer mission to CTC system
- Statewide and local agreements
- HECB policy
- Articulation guides for courses/degrees

Bringing Results Back to Our Institutions

- ♦ Michael Reilly, Director of Admissions, CWU
- ♦ Scott Copeland, Director, Enrollment Services, Centralia College



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Questions?







June 2003

2004 Master Plan Student Transfer

At the April 23 Higher Education Coordinating Board (HECB) meeting, staff presented a discussion paper on student transfer. Key topics included access, efficiency, and a new Bachelor's of Applied Science degree. In addition, the Board asked staff to collect the institutions' transfer guides for students.

Highlights from the April 23 Board Meeting

Following are highlights from the discussion paper and Board discussion on student transfer at the April 23 Board meeting.

A. Transfer Student Access

- Nearly 13,000 students transferred from Washington community colleges to public and private four-year colleges and universities in 2001-2002.
- By 2010, this number is expected to grow to approximately 17,000 students – an increase of 4,000 students.
- Washington's public colleges and universities are facing budget cuts and growing enrollment demand, which could result in access problems for transfer students.
- Options that could be used to address access issues include: (1) rationing, (2) increasing supply, and (3) funding upper-division enrollment at a higher rate to encourage institutions to accept transfer students at the junior level.

B. Transfer Efficiency

- Freshmen graduate more efficiently than transfer students at all public institutions, when measured by the Graduation Efficiency Index.¹
- Transfer students graduate at high rates over time, especially those who transfer to a four-year institution with 90 quarter credits.
- Transfer students graduate most efficiently in social science majors, and less efficiently in math and science majors.
- The Direct Transfer Agreement (DTA) Associate of Arts Degree was designed as an “all-purpose” transfer degree. It appears to work well for social science majors.
 - A DTA Associate of Science degree was recently created for science majors.
 - New DTA associate degrees are being developed for business, elementary education, and secondary education (math and science).
 - Students who complete DTA associate degrees do not undergo a course-by-course transcript evaluation; instead, the four-year institutions automatically accept two years of study and consider most, if not all, students’ general education requirements fulfilled.²
 - The DTA does not guarantee acceptance to a major.³
- A small percentage of students report problems in transfer.⁴

C. Bachelor’s of Applied Science Degree

A newly developed associate degree in Applied Science will allow students to transfer to four-year colleges and earn Bachelor’s of Applied Science degrees.⁵ Potential benefits include (1) increasing the number of students who enroll in upper-division coursework and earn bachelor’s degrees, (2) increasing the earning power of individual students, and (3) producing a more highly educated workforce.

¹ The Graduation Efficiency Index includes all types of transfer students, including those who transfer with fewer than 90 credits from four-year colleges or from two-year colleges outside the state of Washington.

² General education requirements include 15 to 20 credits each of natural sciences, social sciences, and humanities.

³ The DTA also does not guarantee admission to a particular institution.

⁴ Clark College and Bellevue Community College Student Surveys, 2002.

⁵ Central Washington University, Eastern Washington University and some private four-year institutions are interested in offering Bachelor’s of Applied Science degrees.

D. Transfer Guides

Students who would like to transfer from community colleges to four-year colleges and universities can consult with their college advisors and review transfer guides. At the April 23 meeting, the Board asked to review institutional transfer guides.

Different types of guides have been developed to fit the needs of different types of transfer students. Those who wish to transfer one or two courses have different planning needs than those completing (or not completing) a Direct Transfer associate degree with an interest in a specific major. Thus, course equivalency guides for each institution exist, along with more comprehensive planning information.

No universal planning guide exists that would allow students to quickly determine which courses they might need to take at *any* community college toward *any* major at *any* four-year institution. Such a guide or system is technically possible; however, it would require frequent maintenance as course requirements and titles change, and would be costly to develop.

Currently, four types of guides exist: (1) general transfer guides; (2) Direct Transfer associate degree guides; (3) course equivalency guides; and (4) major planning guides.

General Transfer Guides

Four-year public institutions offer general guides, offering advice to transfer students on topics ranging from general admission to course equivalencies. Guides for each public baccalaureate institution are located on-line and attached as Appendices A through F.

- Central Washington University: <http://www.cwu.edu/~cwuadmis/transfer.html>
- Eastern Washington University: http://www.aa.ewu.edu/transfer_guides/
- The Evergreen State College: <http://www.evergreen.edu/admissions/transfer.htm>
- University of Washington: <http://www.washington.edu/students/uga/tr/planning/>
- Washington State University: <http://www.wsu.edu/future-students/admission/transfer-info.html>
- Western Washington University: <http://www.ac.wvu.edu/~admit/transfer.html>

Direct Transfer Associate Degree Guides

The Direct Transfer Agreement (DTA) ensures that a student who completes a DTA associate degree has met specified general education requirements and can generally enter a four-year institution with junior standing. Currently, three DTA associate degrees have been developed:

- Associate of Arts: See Appendix G or <http://www.icrc.wvu.edu/guidelines/aasguidelines.html>
- Associate of Science (biological sciences, environmental/resource sciences, chemistry, geology, and earth science): See Appendix H or <http://www.icrc.wvu.edu/guidelines/assocscience1.html>
- Associate of Science (engineering, computer science, physics, and atmospheric sciences): See Appendix I or <http://www.icrc.wvu.edu/guidelines/assocscience2.html>

Other DTA associate degrees are currently being developed for business, elementary education, and secondary education (math and science).

DTA associate degrees help guide students through completion of general education requirements. A student who completes the degree will enter the baccalaureate institution with junior status but will not necessarily be prepared for admission to the major of his or her choice. The newer Associate of Science Direct Transfer degrees have a “major” focus to help students complete most of their general education requirements and some major-specific requirements prior to transfer.

Community colleges assist students through completion of a DTA by translating the requirements into their equivalent course titles at the community college. For example, Centralia College’s Direct Transfer Associate Degree for Anthropology can be found at: <http://www.centralia.ctc.edu/instruction/Program%20Guides/AnthroAA.shtml> and is attached as Appendix J.

While the DTA associate degrees provide a planning template for students entering many majors, they do not provide a perfect plan for all transfer students. For example, students who want to major in business (a DTA in progress) need to complete more business-related coursework prior to transfer than students in other majors.

In addition, about one-half of all transfer students choose not to complete a DTA. Instead, they may attend a two-year college for just one year, or even one quarter. It also is becoming more common for students to attend more than one community college prior to transferring.

Students who do not fit into a typical “DTA mold” are encouraged to consult with advising staff, and the earlier the better. If these students can decide on a major and a university, staff can

guide them toward courses that will transfer and apply toward their majors and/or general education requirements. Or, these students can consult course equivalency guides available on-line at all public four-year institutions.

Course Equivalency Guides

Course equivalency guides are matrices that crosswalk courses taken at community colleges to their equivalents at four-year institutions. Below is a sample course equivalency matrix, which translates biology courses at Bellevue Community College to equivalent courses at the University of Washington. Similar matrices for all subject areas exist on-line for all public four-year colleges.

| Bellevue Community College Course | UW Equivalency | Meets UW Requirements? | Effective Date |
|---|-----------------------|------------------------|--|
| BIOL 100 (6) | BIOL 100 (5), 1XX (1) | NW ⁶ | AUT Quarter 1994 |
| BIOL 101 (6) | BIOL 101 (5), 1XX (1) | NW | |
| BIOL 102 (6) | BIOL 102 (5), 1XX (1) | NW | |
| >BIOL 110 (5) | BIOL 100 (5) | NW | AUT Quarter 1990 thru SUM Quarter 1994 |
| >BIOL 114 (3) | BIOL 1XX | NW | Prior to AUT Quarter 1988 |
| BIOL 130 (5) formerly BIOL 230; now same as HOMECEC, NUTR 130 | NUTR 301 (3), 1XX (2) | NW | AUT Quarter 1988 |

Major Planning Guides⁷

Several different types of guides exist at four-year public institutions to assist students in planning toward a major.

Central Washington University (CWU) and Western Washington University (WWU) have developed guidebooks for transfer students interested in particular majors. A sample from CWU's major planning guide is attached as Appendix K, and a sample from WWU's guide is attached as Appendix L. These guides are not currently available on-line but are distributed through the university admission offices.

⁶ The course meets University of Washington's Natural Science or "Natural World" general education requirements.

⁷ These guides are meant for planning purposes only. For example, Eastern's guide lists the following disclaimer: "Course equivalencies and university requirements can change without notice. The future department of the student's major should be contacted to confirm that the listed equivalencies and requirements are reflective of the current departmental standards. This information is to be used as a guide and is not intended to be substituted for the Eastern Washington University catalog."

Additional on-line major planning guides:

- Eastern Washington University: Appendix M or
http://www.aa.ewu.edu/transfer_guides/index2.html
- University of Washington (Washington Course Applicability System). Appendix N or
<http://www.washington.edu/students/uga/tr/planning/wacas/>
- Washington State University (CougarTracs): Appendix O or
http://www.it.wsu.edu/AIS/SIC/cgi-bin/dars_prospect_srvc.cgi

Eastern Washington University's guide is offered in the form of an on-line database, listing 26 different Washington and Idaho State community colleges and over 50 major areas.

Students wishing to transfer into a particular major at the University of Washington (UW) are referred through a Web site to a variety of additional sites explaining major requirements. Once a student has determined which UW courses are required for his or her major, the student can use the Washington Course Applicability System to retrieve those course equivalencies at a specific community college.

Washington State University's on-line system prints a detailed degree-planning sheet customized to courses at different community colleges. A student can use the "CougarTracs" site to enter a major of interest and a community college, and receive a customized "Degree Program Requirements Report" listing courses required for the degree and their equivalencies at the community college.

Discussion Questions for the June 12 Meeting

Transfer Access

- How is your institution planning to address access issues for transfer students?
- What can we do to address access issues for transfer students?

Transfer Efficiency

- How “efficient” should transfer be?
- What works well at your institution to promote smooth articulation for transfer students?
What could be improved?
- How should transfer student performance be assessed?

Bachelor’s of Applied Science Degree

- What benefits or drawbacks are associated with offering this degree?

Transfer Guides

- What types of guides work best for your students? What could be improved?

To view or print the appendices, please [click here](#).

